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THIS BIBLIOGRAPHY PRESENTS THE ABSTRACTS OF 121 PROJECTS AND REPORTS RELATED TO EDUCATIONAL PROGRAMS FOR THE DISADVANTAGED WHICH WERE SELECTED FROM THE "EDUCATOR'S COMPLETE ERIC HANDBOOK." A VARIETY OF AREAS IS COVERED INCLUDING GENERAL DESCRIPTIONS, CURRICULUM GUIDES, MATERIALS, IMPLEMENTATION, ASSUMPTIONS, EVALUATION, AND GENERAL DISCUSSIONS OF ISSUES. EACH ENTRY INCLUDES CITATION DATA, INDEX TERMS, AND A DESCRIPTIVE ABSTRACT OF THE DOCUMENT. THE MAJORITY OF THE REPORTS HAS EMERGED FROM THE EXPERIENCE OF 23 MAJOR SCHOOL DISTRICTS IN THE GREAT CITIES PROGRAM. ALL DOCUMENTS REPORTED ARE AVAILABLE FROM NATIONAL CASH REGISTER, ERIC DOCUMENT REPRODUCTION SERVICE, 4936 FAIRMONT AVENUE, BETHESDA, MARYLAND 20014. COMPLETE INFORMATION ON MICROFICHE AND HARD COPY PRICES IS INCLUDED WITH EACH DOCUMENT ALONG WITH THE ED NUMBER NECESSARY FOR ORDERING THE DOCUMENT. (AUTHOR)

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ERIC/CRIER reading review series

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a national clearinghouse to organize and disseminate significant research, information, and materials on reading for teachers, administrators, researchers, and the public. A joint project of the International Reading Association and Indiana University in cooperation with the Educational Research Information Center of the USOE

ERIC/CRIER READING REVIEW SERIES

Volume 1

Bibliography 8

Reports on Reading and the Disadvantaged: Secondary Level

James L. Laffey
Indiana University

The ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading is a national clearinghouse which collects, organizes, analyzes, and disseminates significant research, information, and material on reading to teachers, administrators, researchers, and the public. ERIC/CRIER was established as a joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of USOE. The clearinghouse is part of a comprehensive information system being developed for the field of education

May, 1968

The ERIC/CRIER Reading Review Series has been created to disseminate the information analysis products of the Clearinghouse. Analysis of information can take place on a broad continuum ranging from comprehensive reviews of the state of the knowledge in a given area to bibliographies of citations on various topics. Four genres of documents appear in the Reading Review Series. The first type included bibliographies, with descriptive abstracts, developed in areas of general interest. The second type consists of bibliographies of citations, or citations and abstracts, developed on more specific topics in reading. The third type provides short, interpretive papers which analyze specific topics in reading using the existing information collection. The final genre includes comprehensive state-of-the-art monography which critically examine given topics in reading over an extended period of time.

Reports on Reading and the Disadvantaged: Secondary Level provides a listing of reading projects and reports related to educational programs for the disadvantaged. The Educator's Complete ERIC Handbook*** was reviewed and the items relating to reading and the disadvantaged selected for inclusion. The bibliography lists 121 informative documents on reading and the disadvantaged, and covers a variety of topics and problems including: general descriptions, curriculum guides, materials, implementation, assumptions, evaluation, and general discussions of issues. Each entry includes citation data, index terms, and a descriptive abstract of the contents of the document. The majority of the reports have emerged from the experience of 23 major school districts in the Great Citites Program. All documents reported are available from National Cash Register, ERIC Document Reproduction Service, 4936 Fairmont Ave., Bethesda, Md. 20014. Complete information on microfiche and hard copy prices is included with each document along with the ED number necessary for ordering the document.

***

Educator's Complete ERIC Handbook 1967 ($29.95) 862pp., can be ordered from Prentice-Hall, Englewood Cliffs, New Jersey. A complete microfiche set of the 1,746 documents in the Handbook can also be ordered fro $230.00 from ERIC Document Reproduction Service, 4936 Fairmont Ave., Bethesda, Md. 20014.

1. ED 001 005
By: McNeil, Shirley
The Role of the Reading Coordinator: Manual for Reading Coordinators.
Detroit, Mich.: Detroit Public Schools, Great Cities School Improvement Program. Pub Date: Feb 1965
EDRS Price MF-$0.25 HC-$0.28 6P.

Descriptors: Reading Coordinators, Guidance, Demonstrations, Testing, Pupil Enrichment, Liaison Duties, Corrective Work, Consultants, Coordinator Roles, Responsibilities, Coaching Teachers, Duties, Language Arts, Detroit, Great Cities.

An important part of the Reading Coordinator's task is concerned with corrective work in the language arts. Coordinators serve as consultants to teachers. In addition, they may be expected to work with small groups of under-achievers to motivate and stimulate them to meet school requirements with some degree of success. Work may involve guidance and counseling, therapeutic instruction, planning and evaluating of progress and achievement, and developing new materials as needed. Through conferences, demonstration lessons, in-service meetings and discussions, the coordinator will assist classroom teachers with methods and materials as requested. Work should be with the entire faculty. From student records, the coordinator will get a "picture" of a child, and will help administer tests to determine deficiencies. A program of instruction should be provided to meet the needs of culturally different youth, to help each child attain some measure of success, instill confidence in pupils, and help teachers enrich their experiential backgrounds. Related duties include maintaining liaison with speech teachers and informing parents of the special help given to the children. The program should be housed in a permanent room where all books, magazines and other necessary teaching aids and professional literature will be available.

2. ED 001 007
The Newspaper: A Living and Dynamic Textbook.
By: Jefferson, John
A Unit for the Classroom Teacher, Chicago, Ill.: Chicago Public Schools, Great Cities School Improvement Program.
EDRS Price MF-$0.25 HC-$0.88 21P.

Descriptors: Remedial Teaching, Elementary Education, Newspaper Uses, Curriculum Planning, Teaching Aids, Reading Techniques, Slow Learners, Great Cities, Teacher Guide, Supplementary Curriculum.

It is often difficult to find interesting material for remedial reading programs. Students over fourteen years of age but still in grammar school found newspapers to contain interesting

and practical material. Because of the great variety of articles contained therein, newspapers are relevant to every area of the elementary curriculum. They can be used for teaching reading techniques, vocabulary building and other aspects of the language arts program. Articles are likewise relevant to instructional programs in social studies, geography, history, arithmetic, science, and guidance. Information is given concerning implementation of the newspaper program in an elementary class of 14 to 16 year old pupils in the Stephen A. Douglas School in Chicago, Illinois. Many suggestions to the teacher are made concerning the uses of the newspaper as supplementary curriculum. (Included is a bibliography of books or booklets on teaching about or through the newspaper.)

3. ED 001 030
Don't Shop With Blinders On: See What You Buy, a Unit for the Classroom Teacher.
Chicago, Ill.: Chicago Public Schools
EDRS Price MF-$0.25 HC-$0.96 22P.

Descriptors: Catalog uses, Mail-order Catalogs, Remedial Reading, Cultural Enrichment, Teaching Aids, Curriculum Planning, Slow Learners, School Attire (Dress), Grooming Instruction, Drop-outs, Culturally Disadvantaged.

Regular mail order catalogs may be used as a source of material for teaching many practical lessons to groups of students who may be potential drop-outs. A unit centering about the use of such catalogs was developed in a class of students fourteen years of age or older but still in elementary school. Looking up and ordering items from a catalog can afford many opportunities for instruction in arithmetic, vocabulary building, and choice-making. The present unit grew out of a need to teach the students proper attire. Use of catalogs attracted their immediate attention. The unit on clothing grew into other units on business and investigating various types of materials used in clothing. Information listed is intended primarily for the teacher, but materials are included that can be used by pupils. (Appendix contains information about clothing, vocabulary, and applicable arithmetic problems.)

4. ED 001 037
An Overview of Types of Great Cities School Improvement Programs.
By: Marburger, Carl L.
Detroit, Mich.: Detroit Public Schools, Great Cities School Improvement Program. Pub Date: Oct 1963
EDRS Price MF-$0.25 HC-$0.36 7P.

Descriptors: Culturally Deprived, Disadvantaged Youth, Selection of Personnel, In-service Education, Pre-service Education, Parent-Community Involvement, Motivations, Urban Education, Pre-school Programs, Reading Instruction, Work-Study, Cultural Enrichment, Remedial Program, Great Cities School Improvement Program, Detroit.

Because millions of Americans have been deprived of equal educational opportunities, cities of today realize their obligation to educate the culturally deprived. Culturally deprived children reflect indifference to responsibility, non-purposeful activity, poor health habits, inadequate communication skills, little mastery of reading skills and a sense of failure. These characteristics are reflected in the schools, lower achievement rates, lower intelligence test scores, high failure rates, poor attendance, high incidences of behavior difficulties and high dropout rates. These lead directly to poor employment skills and potential, limited motivation toward and understanding of civic responsibility, and high incidence of dependence. The needs of disadvantaged youth may be served by development of a program adapted to their needs, modifications of the existing patterns, proper selection and utilization of personnel, improved use of instructional equipment and materials, and involvement of parents and community in the educational program. Educators must face the problems of the mid-20th century in education. Some of the projects emphasized have been: pre-school programs, pre- and in-service education, reading instruction, cultural enrichment and formation of remedial programs.

5. ED 001 045
Report on Proposals for the Expenditure of $50,000.00 Among Eight Junior High Schools for Raising Pupil Achievement.
Philadelphia, Pa.: Philadelphia Public Schools, Committee for the Junior High School. Pub Date: Apr 1964
EDRS Price MF-$0.25 HC-$0.68 15P.

Descriptors: Pupil Achievement, In-service Training, Remedial Reading, Educational Opportunities, Bus Trips, Junior High Schools, Culturally Disadvantaged, Urban Education, Compensatory Education, Pupil Motivation, Reading Skills, Language Abilities, Teacher Education, School-Community Relations, Self-image, Great Cities School Improvement Program, Philadelphia Great Cities School Improvement Program.

After several months of intensive research and discussion, the following three proposals to raise pupil achievement were considered most valid: 1) the improvement of reading; 2) the provision of a project motivation program; 3) the enhancement of the self-image. The schools involved would be permitted to select

one of the proposals, or parts thereof, within the limit of the appropriation set for each school. Every effort should be made to select materials which contribute to inter-group education. The materials selected would be subject to the approval of the school-community relations office. Course leaders and supervisors would be selected by the appropriate central office since the success of the program was considered dependent to a large extent upon the professional competency of the leaders. Proposals to implement the reading program were: in-service courses for reading teachers as well as teachers in major subjects areas; the availability of a remedial reading teacher for tutorial purposes after school; extension of library program; assignment of an additional teacher to each school to provide the faculty with assistance in working with pupils on an individual basis; and the establishment of a language arts center. For the motivation program proposals included the introduction of an after-school program, designed to provide opportunities to complete homework assignments or special academic projects under the supervision of competent teachers for children who lack adequate home facilities. In order to enhance the self-image, proposals were made: for in-service training of teachers and counselors; for the employment of a school-home coordinator for the purpose of developing closer relationships between school and home, community and local agencies; and bus trips for children, under teacher guidance, to help broaden experiences particularly with reference to economic opportunities.

6. ED 001 046
Language Arts Laboratory.
Chicago, Ill.: Chicago Public Schools, Great Cities School Improvement Program Pub Date: 1961
EDRS Price MF-$0.25 HC-$0.92 21P.

Descriptors: Language Development, Language Laboratories, Language Arts, Remedial Programs, Student Motivation, Potential Dropouts, Reading Ability, Oral Reading, Tape Recorders, Mechanical Teaching Aids, Opaque Projectors, Program Evolution, Reading Accelerator, Reading Skills, Counseling Services, Reading Programs, School Dropouts, Great Cities School Improvement Program, Chicago.

The Language Arts Laboratory was established to improve reading ability and other language arts skills as an aid in the prevention of dropouts. The laboratory was operated on a summer schedule with a flexible program of from 45 minutes to 2½ hours daily. All pupils were 14 years of age or older, and expressed a desire to improve their reading skills. At the beginning of the program the California Reading Test and an oral reading analysis were administered to each student. As an essential aspect of the motivation and orientation part of the program, individual and group counseling interviews were planned. A variety of materials

and equipment helped to spark and hold the interest of the students, and provided incentives for maximum effort. Reader's Digest Skill Builders, with an analytic approach to vocabulary and comprehension skills, had more attraction for the pupils than any other work material. Several hundred attractive books, largely simplified classics, were popular for recreational reading. Among the mechanical aids, the tape recorder proved most useful, versatile, and well-liked. It was used: in oral reading, for self-evaluation, group evaluation, and diagnostic analysis, for teaching phonetic skills, oral communication skills, and reading skills, and for teacher in-service training programs. Other teaching aids and equipment included opaque projector, film strip projector, and reading accelerator. An integral aspect of the program has been evaluation which includes pupil self-appraisal, group criticism, reports to parents, and standardized tests.

7. ED 001 048
A Supplement to English, an Adapted Course, Grades 10-12 Collateral Reading and Audio-Visual Instruction.
Philadelphia, Pa.: Philadelphia Public Schools.
Pub Date: 1962
EDRS Price MF-$0.50 HC-$1.84 44P.

Descriptors: Secondary Schools, Technical Schools, Audio-visual Aids, English, Curriculum, Reading Problems, Teaching Techniques.

An annotated bibliography of "easy-reading" books to be used by teachers in aiding senior high school students of limited verbal ability to find books for themselves is presented. In general, less able readers of high school age are attracted to short books with attractive, colorful jackets, and striking titles which give some clue to their content. It is the teacher's responsibility to identify each pupil's interest and to help him find appropriate books. The teacher should seek the cooperation and help of the librarian. The listing is made by the author in the areas of fiction and nonfiction and in interest areas of both boys and girls. The second part of the text deals with the availability and use of audio-visual aids in developing the needed skills of the students with low language and reading ability. Lists of available resources and suggested activities are included with the teaching techniques.

8. ED 001 056
A Preliminary Report of Pupil Reading Achievement in the Homework Helper Program.
New York, N. Y.: Mobilization for Youth, Inc.
EDRS Price MF-$0.25 HC-$0.24 4P.

Descriptors: Fourth Graders, Fifth Graders, Culturally Disadvantaged, Low-Achievers, Tutoring, Control Groups, Experimental Groups, Skills Practice, Reading Ability, Hypotheses, Attitudes of Pupils, Tutor Effectiveness, Evaluations, Reading, Achievement, Homework, Homework Helper Program.

Culturally disadvantaged low-achieving elementary school pupils were tutored by 10th and 11th grade students from academic and vocational high schools. The purpose was to help these fourth and fifth graders increase their school achievement, especially reading ability. Two groups were used, a control and an experimental group; one group met once a week the other twice a week. The first hour was spent with each pupil working at a given skills station; as he improved he could move on to the next station. The second hour was spent with the tutor on regular homework. The hypotheses were that the pupils and tutors in the experimental group would improve in reading more than the control group, that reading improvement would be directly related to the intensity of tutorial service, that pupils working in "skills stations" would show greater improvement than pupils working only on homework, that the attitudes of the experimental and control groups will differ on school, aspiration, and social value, and that there will be no relationship between the intellectual and personality characteristics of tutors and their tutorial effectiveness. Evaluations of these hypotheses were still in process when the report was written.

9. ED 001 069
Reading: Large Issues, Specific Problems, and Possible Solutions.
By: Cohen, S. Alan
New York, N. Y.: Mobilization for Youth, Inc.
EDRS Price MF-$0.25 HC-$1.28 30P.

Descriptors: Reading Instruction, Student Participation, Achievement Levels, Disadvantaged Children, Educational Methodology, Cultural Deprivation.

There is a serious inconsistency between what schools say they want to do and what the schools are in fact doing. The methodology of the world of school is beginning to parallel heartless business and humanless technology. In an attempt to affect a means of education for young people who are being sucked into a depersonalizing society, the issue of the educator's role, problems of methodology, and guidelines for action are discussed. The core function of educational administration and classroom teaching is to increase the quantity and quality of learning. Three specific problems face educators who attempt to carry out this prime responsibility. First, the problem of educating individuals within a system of universal schooling must be solved.

This involves adjusting the levels of instruction to levels of capacities and adjusting speed of teaching to rate of learning. The second problem involves refining methodology to increase quality. This means that schools must not neglect the teaching of democracy, respect for individual rights, and a sense of social responsibility. The third problem is in having educational practices keep pace with educational research. As a major guideline for increasing the quality and quantity of learning, this paper emphasized the individualization of instruction. A model program for the teaching of reading is sketched and the teacher's role in relation to this program is redefined.

10. ED 001 071
Synopsis of Selected Programs, Fiscal Year 1965-1966.
New York, N. Y.: Mobilization for Youth, Inc.

Pub Date: Jun 1965

EDRS Price MF-$0.25 HC-$0.84 19P.

Descriptors: Laboratory Schools, Culturally Deprived, Curriculum Planning, Reading Centers, Reading Clinics, Early Admissions, Enrichment Program, Homework Helpers, Guidance Counseling, Summer Schools, Student Motivation, Field Trips, Special Schools.

The laboratory school provided experiences for teachers working with lower-class groups and encouraged the use of local facilities for research and experimentation. A staff of fifteen, operates a curriculum center to aid school personnel in curriculum planning and material procurement. In addition the center produces instructional units and teacher guides with assisting materials. A reading center seeks to develop teaching skills of teachers in moderately retarded classes. A reading clinic attempts to locate and develop techniques and materials to be used in elementary and junior high schools. Enriched educational experiences are provided for 117 pre-kindergarten through first grade children. Elementary school pupils are helped in after-school homework sessions using paid high school students as tutors. Absenteeism is reduced by special guidance counselors who seek out the causes of absenteeism. Summer help for children retarded in their school work is given in classes, reading clinics, and tutorial help. A projected program would seek to motivate students through special counselors, teaching services, Saturday and afterschool enrichment programs, trips, scholarships, parent workshops, and motivational training classes. A demonstration pre-school program for a racially, economically, and linguistically mixed group is to be set up. It will use the Montessori method of instruction.

11. ED 001 075
The Culturally Deprived Child: A New View.
By: Riessman, Frank
New York, N. Y.: Teachers College, Columbia University
EDRS Price MF-$0.25 HC-$0.40 8P.

Descriptors: Environment, Teachers, Verbal Ability, Attitudes, Values, Anti-intellectualism, Culturally Disadvantaged, Cognitive Ability, Slow Learner.

Concerned with the education problems of children from low-income families, one must not ignore the positive efforts of low-income individuals to cope with their environment. There are positive features in the culture and the psychology of low-income individuals. A child is often slow in performing intellectual tasks for reasons other than dullness. The slow learner can be gifted and the teacher should learn not to respond only to the quick student. Second, the verbal handicap of culturally deprived children in only a formal level; they are very good verbally under informal circumstances. The teacher should use techniques to bring out this verbal facility. Finally, deprived children and their parents have a positive attitude toward education. They often resent school, for a number of reasons, but they do value education. Some of the weaknesses concerning deprived children that should be dealt with are general "know-how," test taking, formal language, and reading. Most of all, their anti-intellectual attitude must be changed. New school programs and new educational techniques for teaching these children are needed.

12. ED 001 109
Experimental Developmental Reading Program in the Boston Public Schools: Program and Research Design.
Boston, Mass.: Action for Boston Community Development, Inc.
Pub Date: Dec 1964
EDRS Price MF-$0.50 HC-$2.52 27P.

Descriptors: Culturally Deprived, Developmental Reading Program, Disadvantaged Youth, General Reading Vocabulary, Research Design, Diagnostic Testing, Reading Comprehension Motivation, Program Evaluation, Reading Consultant, Reading, ABCD, Classroom Environment, Materials, Procedures, Visual Perception Skills, Word Recognition Skills, Programs.

A program to reduce delinquency is presented. The specific objective is to improve reading performance. The program is the result of a cooperative effort of Boston Public Schools and ABCD, a private organization. The program will concentrate on three areas of the city of low socio-economic level. Test results which

are described indicate that reading achievement in the schools of these areas is consistently below the city-wide median, and that the pupils tend to fall progressively farther behind. In the program, reading consultants will be assigned to schools in three elementary and three junior high school districts. Increased time will be devoted to reading instruction in elementary schools, and time will be set aside in junior high schools for reading instruction. Where possible, students will be grouped according to ability level, not grade placement. The main objectives are to increase general reading vocabulary and to improve reading comprehension. To achieve these, the program aims to improve specific skills, attitudes, and classroom conditions. Each of nine factors is considered in detail and the materials and procedures to be used are described. Among them are word recognition and visual perception skills, comprehension, vocabulary development, and critical reading skills. Motivation will be improved, and interest in reading and appreciation of good literature developed, and a stimulating classroom environment provided. To facilitate grouping and to determine individual skill deficiencies, diagnostic testing is necessary. Enrichment classes for the more able students will be held. Reading consultants act as resource and demonstration personnel with classroom teachers. The research design for evaluation of the program is described. The evaluation should answer: 1) who were exposed to the program, 2) what procedures and methods were used, 3) did those exposed change in the direction of the objectives, 4) can those changes be attributed to the program.

13. ED 001 110
Developmental Reading Program.
Boston, Mass.: Boston Public Schools and Action for Boston Community Development, Inc. Pub Date: Sep 1964
EDRS Price MF-$0.25 HC-$0.24 4P.

Descriptors: Reading consultants, Pre-service Training, Programed Materials, Remedial Training, Curriculum Planning, Teaching Techniques, Elementary School, Developmental Reading Program, Junior High School, Culturally Deprived, Programs, Reading, ABCD.

A program to stimulate interest in reading and to develop basic skills was established. The curriculum was developed and the goals, needs of the children, materials and procedures were determined. The place of the program in the elementary and junior high school schedules was established and standardized reading tests were administered at the beginning and end of the program. A wide variety of materials were introduced, including programed materials and new skill texts, so that the children would be stimulated and their interest held. A pre-service training period was required for the reading consultants. During these sessions

the programed materials and texts were presented and ways of introducing the program to parents and teachers were discussed. There were practice sessions with the machines, and a demonstration of the techniques of tape teaching in reading. A lecture was given by a librarian on ways to interest children in literature. A series of discussions focused on the role of the consultant with the teachers, and the organization of the program. Also a school which had a pilot program was visited, and demonstrations were given in various control schools.

14. ED 001 111
Progress Report on Developmental Reading Program.
Boston, Mass.: Action for Boston Community Development, Inc.
Pub Date: Apr 1965
EDRS Price MF-$0.25 HC-$0.40 8P.

Descriptors: Developmental Reading Program, In-service Training, Evaluation, Elementary School, Progress Report, Junior High School, Ability Grouping, Reading Achievement Testing, Culturally Deprived, Program, Reading, ABCD, Boston Public Schools.

During the first year of the program, consultants participated in pre-service and in-service training and they were assigned to junior high schools and elementary schools. Fifth, sixth and seventh grade students were included in the program. During the current year, which is the second, several steps have been implemented. The fourth and eighth grades have been added to the program. There is some grouping across grade levels. An ABCD Program specialist will begin monitoring the Program in the spring. A more extensive in-service training program for reading consultants is being designed emphasizing skills needed to use new materials and to alleviate the problems of the culturally disadvantaged. Time should be provided for teachers and consultants to review problems and plan improvements. All children were tested for reading and grade placement. They were tested for evaluation purposes before and after the first year, and the data is being analyzed. In the future, tests will be administered by Boston public school teachers, collected and scored by ABCD personnel. This change is due to the large increase in the students in the program.

15. ED 001 112
Boston Public Schools: Developmental Reading Program, Elementary and Junior High Schools.
Boston, Mass.: Action for Boston Community Development, Inc.
EDRS Price MF-$0.25 HC-$0.40 7P.

Descriptors: Word Recognition Abilities, Visual Perception Techniques, Reading Skills, Vocabulary Development, Literature Appreciation, Reading Development, Teaching Materials, Program Evaluation, Reading, Culturally Deprived, Programs, ABCD.

The general aim is to provide an instructional program which will stimulate the child's interest in reading, motivate him to greater academic achievement, and foster desireable growth in the reading skills and abilities. Teaching procedures should be rich and varied, and children should be grouped homogeneously according to reading ability. Lessons should be structured to engage the child's attention and to excite his interest, with materials of proven appeal to children. Pre-service and in-service training for the reading consultants will be conducted. The description of specific aims includes suggested programed materials and texts, suggested procedures, and the skills to be taught. Word recognition abilities should be reviewed, and a stimulating environment provided to motivate the child. All basic skills should be improved so that the child can read at the normal rate for his grade. Visual perception techniques and vocabulary should be developed. It is important to create an awareness of the need for reading ability and to develop an appreciation of good literature. This program should be evaluated both in terms of class and individual growth. In addition to specific measures of pupil progress, intangibles such as student attitudes and work habits will be evaluated through questionnaires to teachers and parents.

16. ED 001 114
Action for Boston Community Development, Inc. and Brandeis University Demonstration College Campus Program, Summer, 1964.
Waltham, Mass.: Action for Boston Community Development, Inc.
Pub Date: 1964
EDRS Price MF-$0.25 HC-$0.72 16P.

Descriptors: Summer Program, College Potential, Reading Skills, Culturally Deprived, Language Arts, Athletic Program, Discussion Groups, Independent Projects, Cultural Exposure, Educational Experiences, Pre-service Training, Personnel, Junior High, Programs, ABCD, Students.

A large percentage of boys from poorer urban neighborhoods do not seek education beyond high school, for financial reasons or lack of interest in or knowledge about college life. This proposal has as its primary objectives to demonstrate that potentially able but underachieving students, when exposed to a summer program that recognizes and develops their interests and rewards their talents will: 1) improve their subsequent school performance, and 2) continue their high school and post-high school education longer than if they had not been exposed to the program. It is designed to expose the students to new experiences, develop reading skill and enthusiasm for reading, introduce new fields of interest and provide students with information about future educational opportunities and community services, career opportunities, and part-time job opportunities. It offers an enjoyable

summer experience associated with learning on a college campus. The program included 100 boys and personnel of a coordinator, two master teachers and ten group leaders. The total program contains six parts: 1. English skills will concentrate on a reading development segment to improve reading achievement and a language arts segment of reading for employment, expository writing, speaking and listening. 2. The athletics program will work for progress in boyd-building and swimming ability. 3. Eye-openers will introduce new areas of interest in sciences, social sciences, humanities and arts, with the help of films and outside resources. 4. Small discussion groups will meet every day, and will explore subjects of interest to the group. It provides an opportunity to give information on jobs and colleges. 5. Independent projects in subjects such as sciences, arts, current events will be chosen by each student in conference with a staff member. 6. Exposures to new cultural or recreational experiences will include excursions to area colleges and camping and hiking trips.

17. ED 001 143
The Challenge: A Program for Gifted Children in the Seventh Grade.
Cullowhee, N. C.: Western Carolina College.
EDRS Price MF-$0.50 HC-$4.04 99P.

Descriptors: Curriculum Enrichment, Vocabulary Enlargement, Student Initiative, Gifted Children, Language Arts, Exceptionally Talented, Junior High School, Discussion Techniques.

Ideas included are the product of an intensive workshop held to study the public school education of exceptionally talented children. Problem areas in each subject are presented, and major emphasis is given to reading, communication, and vocabulary. Teaching suggestions and objectives are presented in outline form. Enrichment courses in reading, spelling, listening, and literature are discussed. The social studies unit includes a guide for using community resources and suggests aid for conducting any classroom discussion. The arithmetic unit emphasized insight into the number system structure in hopes of aiding all mathematical situations. Enrichment in science, art, music, dancing, and dramatics is also included. Classroom materials needed and outcomes anticipated are given for each area.

18. ED 001 144
Course of Study in Secondary Reading: A Supplement to the Course of Study in English, Grades 7-12.
Pittsburgh, Pa.: Pittsburge Public Schools.
Pub Date: Jan 1964
EDRS Price MF-$0.50 HC-$2.44 59P.

Descriptors: Language Arts, Curriculum, Reading, Literature, Student Testing, Teaching Materials, Secondary Schools.

The developmental reading in grades 7 through 12 was presented, giving procedure and techniques, reading materials, basic skills, enrichment, lesson plans, and a bibliography of recommended reading. Basic skills cited were: phonetic and structural analysis, comprehension, location skills, vocabulary, and enrichment. Evaluation, organizing, and appraising material in silent and oral reading were stressed. Observable clues to poor reading are: eye movements, lip and throat movements, head movement, position of the book, tensions such as gritting teeth and squirming, and low interest. Nine comparisons are shown between efficient and inefficient readers. Following is a list of resource materials including books, workbooks, mechanical devices, testing materials, films, and filmstrips. A diagrammatic plan of a reading laboratory is given. Two units of study, "Efficient Reading" and "Speed, Power and Proficient Reading," are outlined.

19. ED 001 160
English Curriculum: Suggestions for Enriching the Curriculum for Honor Students in the Senior High School
Washington, D. C.: Public Schools of the District of Columbia
Pub Date: 1960
EDRS Price MF-$0.25 HC-$1.08 25P.

Descriptors: Honors Programs, Enrichment, Secondary Schools, Reading Projects, Oral English, Written English, English Skills, Reading, English, Curriculum.

The honors course is identical in outline with that of regular college preparatory classes. The courses are enriched to advance to the students' full abilities the quality and maturity of their achievements. Careful, reflective study for quality work instead of a hurried quantity of materials is desired. The program should develop critical thinking by supplemental reading, analysis, and enrichment. Writing assignments should require mature, analytical thinking and should challenge the student to be responsible for improvement in writing and building of vocabulary. Students should be prepared to take College Board Entrance exams by learning to write well about worthwhile subjects. Advanced work in literature is concerned again with quality rather than quantity of students' reading. Speaking and listening should develop vocabulary and freedom of expression. Special units should be used to enrich the program. Other school systems made suggestions to develop a successful honors program in English.

20. ED 001 164
General Catalog of Information and Courses Offered.
Clayton, Mo.: Mark Twain Summer Institute, 1965 Session.
Pub Date: 1965
EDRS Price MF-$0.25 HC-$0.72 16P.

Descriptors: Able Students, Summer Sessions, English, Secondary Age, Languages, Art Form, Mathematics, Science, Engineering, Politics, Economics, History, Rapid Reading, College Day, Teacher Training, Mark Twain, Summer Institute, Lecture Series, Teacher Role.

The Mark Twain Summer Institute offered challenging educational opportunities, provided excellent teachers an opportunity to develop new techniques, and offered an "intern-teacher" program. The students qualified to attend were able secondary students from grades 9 through 12. Each student would take one non-credit high school course. The curriculum consisted of English composition and literature, first and second year Chinese, first and second year Japanese, beginning and advanced German, beginning and advanced Russian, art form, modern mathematics, astronomy, biology, chemistry, earth science, physics, engineering, law theory, philosophy, economics, modern East Asian history, behavioral science, and rapid reading. A college day for the students to meet representatives from different colleges was offered, as was a lecture series. A new addition to the Institute was the "intern-teacher" program. Prospective and experienced teachers could become a part of the program through application.

21. ED 001 224
Teaching the Gifted in the English Language Arts: Junior and Senior High School.
By: Glatthorn, Allan A.
Abington, Pa.: Abington Public Schools. Pub Date: Sep 1960
EDRS Price MF-$0.25 HC-$1.68 40P.

Descriptors: Gifted Children, Secondary Schools, English, Reading Skills, Vocabulary Development, Critical Thinking, Library Research Skills, Grammar, Composition, Language Arts, Teaching Methods, Special Classes.

This publication is a teacher's guide for a gifted English program in secondary schools. The English course of study, designed for special classes for gifted students rather than for heterogeneous classes with an enriched program for the gifted, provides for three major differences from the regular English course - difference in pace or acceleration, difference in scope of material covered, and difference in depth of study. The program is so structured that the student who follows it should have, by the end of grade

eleven, the equivalent of a freshman course in college composition and, by the end of grade twelve, the equivalent of a college course in English literature. Included are general suggestions in the areas of grammar, usage, composition, vocabulary, literature, semantics, reading skills, critical thinking, library research, and study skills. The scope and sequence of English for the gifted are also presented for each grade level, seven through twelve.

22. ED 001 240
The Challenge: A Program for Gifted Children.
Edited by: Carter, C. Douglas
Cullowhee, N. C.: Western Carolina College
EDRS Price MF-$0.25 HC-$1.80 43P.

Descriptors: Non-graded Primary, Beginning Reading, Level Achievement, Language Arts, Primary Grades, Science-Social Studies.

The non-graded primary school allows each child to progress at his own rate. Levels of achievement are set up for language arts, social studies, and science. The basic language skills are divided into eight levels; by the time the child has completed the eighth level, he has developed most of his necessary reading skills. A ninth level is included for exceptionally talented students. There are basal readers for the different levels. Science and social studies have no definite levels. Since no texts are used, science and social studies are taught through student experiences and supplementary reading. Social studies areas include the school, the home and the community. Science areas might be weather, plants, homes, food, light, and sensory observations.

23. ED 001 275
Language Ability: Grades Seven, Eight, and Nine.
By: Loban, Walter
Washington, D. C.: U. S. Department of Health, Education, and Welfare, Office of Education, Cooperative Research Program.
Pub Date: Mar 1964
EDRS Price MF-$1.00 HC-$9.72 241P.

Descriptors: Children's Language, Curriculum Planning, Language Ability, Listening Competence, Reading Competence, Research Design, School Achievement, School Attendance, Socio-economic Status, Speech Development, Writing Skills.

The study concerned tracing the development of language proficiency in the same group of subjects from kindergarten through Grade 9. The research was based on a study of the patterns and behavior of the subjects' speech and writing and their competence in reading and listening. Such information is useful

in curriculum planning and in developing teaching methods. This study can also contribute to a better understanding of the difficulties and successes human beings encounter in developing power over language in its major aspects--speaking, writing, reading, and listening. The following hypotheses are among those which were tested: subjects who have developed skill in the spoken language also develop the skills of writing, reading, and listening more fully than those without spoken language skill; subjects with highest school attendance records will rank high on development of skill in language; subjects who have the most interaction with other persons will develop language skills more rapidly than those of limited contact; subjects from high socio-economic status will develop language more rapidly and competently than those of lower status. Several significant features emerged from the work described in this report. It appears that the greatest measure of language proficiency is not basic sentence pattern, but what is done to achieve flexibility within pattern. Competence in spoken language has proved to be a necessary base for competency in writing and reading. Finally, the persistently parallel variation of language proficiency and socio-economic status should not be overlooked.

24. ED 001 293
Four Process Goals of Education.
By: Heathers, Glen
Notes on the Strategy of Education Reform.
EDRS Price MF-$0.25 HC-$0.40 9P.

Descriptors: Curriculum Planning, Educational Philosophy, Educational Processes, Teaching Methods, Programmed Instruction, Elementary Education, Secondary Education, Teacher Attitudes, Teacher Education, Educational Goals, Process Goals, Educational Objectives.

It is held that the essence of education is found primarily in the processes of acquiring and using knowledge, and secondarily in the command of bodies of information and ideas. The four "process goals" which apply to any discipline are: tool skills such as arithmetic and reading; problem-solving, thinking, or inquiry; self-instruction; and self-evaluation using the criterion of mastery. These processes are not necessarily distinct and should be present in most educational tasks. Unfortunately, not one of these goals is being achieved satisfactorily by the majority of students in elementary school, high school, or college. This is cited as the main reason for the increased popularity of teaching machines in which students are not required to go through a thinking process but are provided with all of the basic information at their fingertips. Teachers are blamed for the failures of their students to attain these basic goals because

such goals are no longer being emphasized adequately. Questions are raised relative to the desirability or the possibility of including these process goals in the programing methods of programed instruction. It is pointed out that the most vital part of a program to restore to American education the learning of these "process goals is first to educate the teachers to their importance in the educational process and encourage their inclusion in curricula."

25. ED 001 297
Planning for Developmental Reading in Kansas Secondary Schools.
Edited by: Strange, Jessimai
Topeka, Kans.: State Department of Public Instruction.
Pub Date: 1961
EDRS Price MF-$0.25 HC-$0.56 12P.

Descriptors: Development Reading, Reading Speed, Reading Comprehension, Reading Interests, Reading Independence, Teacher Qualifications, Word Recognition, Vocabulary Development, Reading Equipment, Reading Specialists, Reading, Reading Skills.

This publication is a planning guide for the formation of developmental reading programs in secondary schools. Developmental reading is not a remedial program for slow readers. Instead, it is a systematic instructional program to develop each student's attitude toward reading, his vocabulary and background concepts, his reading interests and tastes, and his reading independence. The need for a developmental reading program in a secondary school can be accurately demonstrated through the use of test scores. Results of achievement, intelligence, and reading tests can be compared and evaluated to determine individual needs and overall program objectives. A reading coordinator should be engaged to direct a developmental reading program. The educational standards for professional training of these reading specialists are outlined in the guide. The specific nature of a developmental reading program within a junior or senior high school may vary. Enrollment should be encouraged where not required by administrators. The reading coordinator, working closely with the teacher, should emphasize the reading skills of word recognition, comprehension, speed, and vocabulary. Mechanical devices such as the reading accelerator, the "Controlled Reader," and the tachistoscope are discussed as aids in developmental reading and are recommended for incorportation into an established program.

26. ED 001 454
Proposals for Implementing the Report of the Committee on Human Relations and the Culturally Disadvantaged.
Springfield, Mass.: Springfield Public Schools
Pub Date: May 1964
EDRS Price MF-$0.25 HC-$0.88 20P.

Descriptors: Culturally Disadvantaged, Culturally Deprived, School Improvement, In-service Education, Language Programs, School Administration, Human Relations, School Organization, Curriculum Planning, Cultural Enrichment, Special Services, Special Personnel, Staffing, Springfield, Massachusetts, School District.

The "culturally disadvantaged" child is required to be enrolled in school; he is potentially capable of completing the program, but because of home and community environment, is unable to do so without help above and beyond that normally given in the curriculum. It is emphasized that this type of child may come from a home representing any location on the socio-economic scale, with parents of any occupation. Proposals for programs for culturally disadvantaged children in the Springfield school system are presented in outline form. These include: in-service teacher education; a bureau of pupil services with a psychiatrist, a psychological examiner and a school adjustment counselor; special teachers and auxiliary personnel; reading services; library additions; Spanish language programs; summer programs; parent information and adult education relative to the program; a design for school community interaction; a priority list for the specific proposals; art programs; home economics education; music education; health, physical education, and safety; and cultural contacts for the elementary school students.

27. ED 001 462
Responsibilities and Job Descriptions for 1965-1966.
Fresno, Calif.: Fresno City Unified School District, Compensatory Education Program. Pub Date: 1965
EDRS Price MF-$0.25 HC-$0.68 15P.

Descriptors: Culturally Deprived, Compensatory Education, Personnel, Job Description, Program Director, Techniques and Materials Specialist, Field Trip Specialist, School-Home Coordinator, Reading Opportunity Teacher, Job Description, Counselors, Clerical Work, Responsibilities, Teacher Aids, Compensatory Education Program, Fresno, California.

The number and categories of personnel to be used in the Compensatory Education projects were listed. Job descriptions of all categories of personnel included general and specific duties and the qualifications required. The director of the Compensatory Education Project communicated and worked with community services and citizens groups, and was responsible for publicity. He identified schools with culturally and economically disadvantaged children and administered compensatory programs in each of these schools. The coordinator was responsible for in-service education of teachers and for supervision of teacher aids. The specialist experimented with new materials and tech-

niques, worked closely with institutions of higher education in research. The field trip specialist explored trip possibilities and organized all trips. The school-home coordinator worked with students, made home visits, and related information gained from parents and children to the principal, counselor and teacher. The Reading Opportunity teacher was located in each compensatory elementary school and helped diagnose and work with underachievers in reading. The evening counselors counseled parents and students of the ninth or tenth grades during the fall semester and gave help to the adult education department whenever possible. The evening study center teachers had charge of the centers. The teacher aids helped the classroom teacher in various activities and in preparing materials. The pre-school teacher helper assisted with the daily duties, and made possible more individual attention to the children. The secretary worked for the director and performed various clerical tasks. An additional secretary provided clerical assistance and worked particularly with the in-service education program.

28. ED 001 464
A Non-Graded Program in English.
Fresno, Calif.: Fresno Unified School District, Compensatory Education Program. Pub Date: Jan 1965
EDRS Price MF-$0.50 HC-$4.28 105P.

Descriptors: High School English, Non-Graded Program, Disadvantaged, Language Arts, Reading Laboratory, Audio-visual Aids, Textbook Materials, Literature, Homogeneous Grouping, Elective Subjects, Remedial English, Composition, Oral Ability, Testing Program, Library Facilities, English.

For many years the English program at Edison High School was inadequate; 70% of the students failed the standardized test administered by the city guidance department. The program failed to meet the special needs of students of varying racial and educational backgrounds. Three factors were: 1) a low socio-economic level; 2) an environment of cultural poverty; and 3) dialectal problems. Many teachers transferred from Edison as soon as possible, because of large classes, lack of materials, and inflexibility. The non-graded program fulfilled the following needs of teachers: 1) all students in grades 10-12 were grouped homogeneously; 2) each teacher had the responsibility for a definite program of study within each course; 3) the teaching strengths of the personnel were better utilized by placing the teacher in the area of his greatest strength; 4) students were given a choice in certain phases so teachers could teach an elective; and 5) ideally all teachers had an opportunity to function in all phases. The program was structured in phases, geared to student ability. The remedial phases were based on the principles that the program

should be high structured and pupil-oriented; should have small classes; should have a variety of activities; should include materials related to the needs, experiences, and interests of the student; and should have a disciplined but unpressured and friendly atmosphere. The school established a language laboratory for remedial students. The oral section made use of tape recorders, other audio-visual materials, dramatizations, book reports, and word games. In the composition section intensive work was done in spelling, vocabulary, concept building, class discussion, and writing in addition to reading. Materials used in all phases and in the language laboratory were listed.

29. ED 001 475
Basic Literacy Reading, Unit 1, Lesson 10.
New York, N. Y.: The Diebold Group, Inc. Pub Date: 1964
EDRS Price MF-$1.00 HC-$5.28 130P.

Descriptors: Programed Materials, Adult Education, Illiteracy, Beginning Reading, Reading Skills, Teaching Techniques, Reading Research.

The introduction of pronouns is continued. "Him" and "her" along with the possessive "s" are introduced. Through the introduction of the possessive case, the lesson also contributes to the development of the characters who appear in this and earlier lessons. Information about the characters is presented. For example, picture association shows the house to be the man's. This fact then becomes part of the vocabulary. "His," "her," and "he" are associated phonetically.

30. ED 001 476
Basic Literacy Reading, Unit 1, Lesson 7.
New York, N. Y.: The Diebold Group, Inc. Pub Date: 1964
EDRS Price MF-$1.00 HC-$5.08 125P.

Descriptors: Programed Materials, Adult Education, Illiteracy, Reading Research, Beginning Reading, Reading Skills, Teaching Techniques.

Lesson 7 begins the second question and answer sequence in the first unit. The function of this sequence is to review all the prepositions introduced in lesson 6. The new word "where" is introduced by the helper's asking a question containing the word "where." The student answers by reading the answer under the picture. The next sequence forces a choice between two possible answers requiring a discrimination between prepositions. "Where" then appears in the student reading. Pairing of phonetic elements in words such as where and white is begun. Story frames provide practice with new words by including short descriptions of pictures.

31. ED 001 477
An Analysis of the Diebold Programed Instruction Course to Train Illiterate Adults.
New York, N. Y.: The Diebold Group, Inc. Pub Date: 1964
EDRS Price MF-$0.25 HC-$2.12 51P

Descriptors: Programed Materials, Adult Education, Illiterate Adults, Reading Research, Beginning Reading, Reading Skills, Teaching Techniques.

The initial phase is to seek the syntactic patterns most commonly used in the subjects' verbal communication. These common patterns are referred to as structural vocabulary. Once learned, these words provide syntactic support to aid the student in the recognition of other words within sentence order. Adults need immediate practical confirmation of their progress, and evidence of useful "payoff" in their learning efforts. Therefore, the initial approach stresses reading of meaningful language units. From the presentation of many examples of sight-sound correspondences, the student is able to connect the cues with new words. Additional words are added to the nouns introduced, such as "the" and "is" and various adjectives. The sentences are rearranged into questions to wean the student gradually from dependence on the picture. The pictures are then used as general cues to the material being read. Developmental testing has shown that action verbs in addition to state-of-being verbs connected with interesting pictures, are needed to maintain student interest and motivation. The present version does not introduce writing skills, but later units are planned that will introduce writing in conjunction with number skills. In order to present the programed material, a system was developed which utilizes a literate but untrained helper who reads directions and gives auditory clues. As the program progresses, the need for the helper decreases. Supplementary materials, such as a story book using the vocabulary developed in the first 12 lessons, are used to review the basic material.

32. ED 001 478
Basic Literacy Reading, Unit 1, Lesson 11.
New York, N. Y.: The Diebold Group, Inc. Pub Date: 1964
EDRS Price MF-$0.75 HC-$4.08 100P.

Descriptors: Programed Materials, Adult Education, Illiterate Adults, Beginning Reading, Reading Skills, Teaching Techniques, Reading Research.

The lesson introduces the last possessive pronoun for this unit, the word "their." The possessive case and all the possessive relationships between character and objects are then reviewed

in a question and answer sequence. The word "whose" is contained in some questions. Finally, the lesson introduces "question" and "answer" as necessary vocabulary for the introduction of self-instruction directions in the next lesson.

33. ED 001 479
Basic Literacy Reading, Unit 1, Lesson 5.
New York, N. Y.: The Diebold Group, Inc. Pub Date: 1964
EDRS Price MF-$0.75 HC-$4.36 107P.

Descriptors: Programed Materials, Adult Education, Illiteracy, Beginning Reading, Reading Skills, Teaching Techniques, Reading Research.

The names of four foods--corn, milk, bread, and ham--are introduced by linking them with pictures. A new article, "this," is introduced. Discrimination is drawn between "this" and "the." A sequence teaches the digraph "th." The article "a" and the verb "are" are introduced. The student underlines new words. and the responses are strengthened through practice in silent reading.

34. ED 001 480
Basic Literacy Reading, Unit 1, Lesson 2.
New York, N. Y.: The Diebold Group, Inc. Pub Date: 1964
EDRS Price MF-$1.00 HC-$9.96 247P.

Descriptors: Programed Materials, Adult Education, Illiteracy, Beginning Reading, Reading Skills, Teaching Techniques, Reading Research.

The nouns--table, door, room, house, and bed--are introduced by presenting them with appropriate pictures. The relationship is made stronger by a demand for recognition in situations where nouns are compared and contrasted to pictures. "The" and "and" are introduced by visual and oral cues from a helper. Further discrimination is built up for these words by configuration training, the linking of the shape of the word to a geometric form. Tests are included for responses to these words in isolation, without verbal or picture cues.

35. ED 001 481
Programing Basic Verbal Skills.
By: Blyth, John W.
San Antonio, Tex.: Second Annual Convention of the National Society for Programed Instruction. Pub Date: Apr 1965
EDRS Price MF-$0.25 HC-$1.08 25P.

Descriptors: Language Arts, Adult Education, Illiteracy Programs, Reading Instruction, Programed Learning, Verbal Skills, Written Language, Programed Instruction.

The greatest problem facing education today is the eradication of illiteracy in our own and other countries. Teaching reading to illiterate adults is primarily a matter of establishing the proper correlation between the elements of the written language, which are unknown to them, and elements of the spoken language already in their repertoire. The immediate objectives of the present project are limited to the reading and comprehension of sentences with relatively simple structures, recognition reading of a specified number of words, and the ability to use structure and context cues to read new words that are already part of the spoken vocabulary. The principal techniques taught are word recognition, picture and verbal context, phonetic analysis, and structural analysis. The program consists of a "double track"; one track consists of reading exercises, pictures, and responses for the learner; a parallel track is for a literate helper from the same language group as the learner. It is hoped that once a format is perfected in one language it can be generalized with only slight modifications to other languages as well. An initial program is being planned with adult illiterate Negroes in the Delta region of Mississippi.

36. ED 001 482
The Diebold Literacy Project: Programs for the Illiterate Adults.
By: Crohn, Burrill L.
New York, N. Y.: The Diebold Group, Inc. Pub Date: 1964
EDRS Price MF-$0.25 HC-$0.24 4P

Descriptors: Programed Materials, Adult Education, Illiteracy, Beginning Reading, Teaching Techniques, Reading Research, Reading Skills.

Adult illiteracy results from poverty, and, many times, suppression. Illiteracy is self-maintaining because illiterates cannot gain new knowledge or fully participate in economic, cultural or political life of their society. The Project was an attempt to apply the principles of programmed instruction to the teaching of reading to adult illiterates. The target population area was a Negro rural region of Mississippi in which 91% of the adults were illiterate. Objectives of the programed materials were to enable the subject to recognize a word by sight and to read aloud a number of words without pictorial or contextual support, and to develop other beginning reading skills such as phonetics and ability to recognize unfamiliar words from context. The materials developed thus far seek to provide a minimum number of words--words already in the learner's spoken vocab-

ulary--as recognition vocabulary to be used, in turn, as models for exercises in structural and phonetic analysis. The material is presented in a double track program. One track provides the basic format of the books. To provide auditory stimuli, supply directions, assess oral responses and provide oral reinforcement, a second track runs parallel to the first. It utilizes a helper who must be a literate adult. Initial words were all common nouns, chosen for their configuration and phonetic ease, their incidence in the vocabulary of the target population, and their relevance as models for later lessons. The words were supported by pictures and the name spoken by the helper. Through a series of discriminations, these cues were faded, and the terminal frame for the sequence asked the student himself to read the isolated word aloud.

37. ED 001 483
Progressive Choice Programing for Delinquenogenic Communities, Phase II.
Validation of the Basic Literacy Program. Washington, D. C.: The Institute of Education Research, Inc.
EDRS Price MF-$0.25 HC-$1.28 30P.

Descriptors: Reading Programs, Juvenile Delinquency, School Dropouts, Adult Education, Elementary Children, Job Skills, Program Evaluation, Teaching Reading.

A high speed, low cost system of training and education which can provide literacy skills, job skills, and academic skills to members of delinquenogenic communities was sought. Short units of programed material required a response to the text after which it feeds back the adequacy and relevancy of the learner's response. Post-reading skills, basic science and math, and basic electricity follow the basic reading program. Underlying the program is the assumption that literacy is a precondition of employability. Reading should provide a new self-concept of worth. The evaluation will attempt to determine: the comparative effectiveness of the program in a community and in an institutional setting; the needed time to bring literacy to a 6th grade level; and the practicality of the program in teacher training and expense. The evaluation process will select facilities and subjects for experimental and control groups, will pre-test, will impose the experimental variable (Progressive Reading Program), will post-test, will analyze data, and will include data interpretation and preliminary reporting in a final report.

38. ED 001 485
Basic Literacy Reading, Unit 1, Lesson 4.
New York, N. Y.: The Diebold Group, Inc. Pub Date: 1964
EDRS Price MF-$0.75 HC-$6.96 172P.

Descriptors: Programed Materials, Adult Education, Illiterate Adults, Beginning Reading, Reading Skills, Teaching Techniques, Reading Research.

Lesson 4 begins the introduction of questions and answers. The helper begins by asking a question. The student responds by reading the sentence introduced in the last lesson. Next, the questions are read by the student. Punctuation is introduced--question marks denoting questions and periods indicating answers. Then the student is asked to read a question and choose from two answers. Questions become more complex with the introduction of "or." "Thin" is introduced without a picture cue. It is discovered from the association with its opposite. Discovery of individual letters is begun and the student realizes that the same letter is used in different words.

39. ED 001 486
Phrased Reading Experiment: Final Report.
By: Koehler, Warren B.
The Independent School Bulletin (Nov. 1960).
EDRS Price MF-$0.25 HC-$0.24 5P.

Descriptors: Reading Comprehension, Reading Speed, Student Achievement, Reading Improvement, Author Interpretation, Reader Interpretation, Reading, Reading Techniques, Teaching of Reading.

Efforts to learn how the arrangements of the printed text affects reading efficiency were summarized. Several assumptions were basic. First, one of the purposes is defined as investigation of any idea which might lead to raising the educational level. Second, it is assumed that the discovery of a means of raising the level of reading comprehension would contribute to a rise in the general level of education. Finally, it is assumed that to read well and comprehend rapidly one must read a text as the author intended it to be read. An experimental text was prepared with the meaningful phrases as spoken aloud divided by double spaces. Three separate experiments involving use of this phrased text in comparison with a regular, unphrased text were administered to boys of grades 7 and 8. Several questions based on the original assumptions were posed before devising the tests and were answered based on the results of the three separate experiments. Results indicated that the answer to the question, "Can most readers improve their reading by shifting to a phrased text?" is "no." The question of using the material diagnostically,

as a comparison of a pupil's reading of both a phrased and unphrased text, is tentatively answered affirmatively. Finally, results show that the excellent reader would probably be handicapped by having to conform to someone else's phrasing of his printed text.

40. ED 001 487
Basic Literacy Reading Unit 1: Three Stories. Story One, The Young Man Who Didn't Want to Work.
New York, N. Y.: The Diebold Group, Inc. Pub Date: 1964
EDRS Price MF-$0.25 HC-$0.60 7P.

Descriptors: Programed Materials, Adult Education, Illiteracy, Beginning Reading, Reading Skills, Teaching Techniques, Reading Research.

One of three stories was used as supplementary material to the first unit; this story concerns a boy who is forced to rake leaves by his mother. The text is dramatized by related illustrations and uses the reading vocabulary developed in the first unit.

41. ED 001 488
Basic Literacy Reading: Unit 1, Lesson 3.
New York, N. Y.: The Diebold Group, Inc. Pub Date: 1964
EDRS Price MF-$1.00 HC-$8.88 220P

Descriptors: Programed Materials, Adult Education, Illiteracy, Beginning Reading, Reading Skills, Teaching Techniques, Reading Research.

The names of clothes are introduced - dress, shirt, tie, and hat - by linking visual and oral cues to the words. From a review of the second lesson, the phrase "the big day" is introduced (article, adjective, noun). To this phrase "is" is added. The student must recognize "is" as a new word and must underline it in the sentence. The word "is" is used with the previously learned nouns. Attention is then focused on the adjectives previously learned.

42. ED 001 489
Basic Literacy Reading: Unit 1, Lesson 1.
New York, N. Y.: The Diebold Group, Inc. Pub Date: 1964
EDRS Price MF-$1.00 HC-$8.32 206P.

Descriptors: Programed Materials, Adult Education, Illiteracy, Beginning Reading, Reading Skills, Teaching Techniques, Reading Research.

Pictures of four nouns are introduced: man, woman, cat, and dog. The next sequence of pages teaches word recognition through configuration. A geometric form in the shape of the word is linked with the word itself, followed by a picture-word discrimination for each of the four nouns. The word is compared and contrasted to pictures. The series then ends with the student's reading the isolated word.

43. ED 001 490
Literacy Is Not Enough.
By: Cooper, David
Portland, Oreg.: Public Schools. Pub Date: 1962
EDRS Price MF-$0.25 HC-$1.08 25P.

Descriptors: Critical Reading, Comprehension, Word Meanings, Mataphors, Literacy, Reading, Language Arts.

Learning the basic skills of reading and writing is not sufficient for a high school education. All students should comprehend, and react critically to, the ideas and problems about which they read. Students who were considered mature readers could distinguish fact from opinion, distinguish between connotative and denotative language, and draw inferences from and judge the validity of the ideas presented. The best sources of material to develop critical reading skills were judged to be newspaper and magazine articles which reflect the role of language in forming opinion, creating misunderstandings, and accentuating differences. The first step in teaching critical reading skills starts with word meanings. To develop such skills, students may each describe the same photograph and discuss how their descriptions differ from one another. The second step connects language and reality, reacting to words as symbols for things and ideas. The third step distinguishes between referential and non-referential, descriptive and emotive language. A suggested activity was to indicate whether certain words had favorable or unfavorable connotations. The fourth step was to recognize the writer's and the reader's purposes. An activity that could develop this skill would be to find examples of material written in different language styles for different audiences, but with essentially the same purpose. The fifth step was to distinguish among facts, judgments, inferences, and normative statements. For example, a copy of a political speech could be tallied for the number of judgments and observations it contains. The seventh step, the use of metaphors, could be emphasized by writing out the images evoked by metaphors and comparing individual responses. The eight step, critical reading, was the comprehension of what was read in order to draw conclusions.

44. ED 001 491
The Diebold Literacy Project: Materials for Program Administration.
New York, N. Y.: The Diebold Group, Inc. Pub Date: 1964
EDRS Price MF-$0.25 HC-$1.76 52P.

Descriptors: Programed Materials, Adult Education, Beginning Reading, Reading Skills, Teaching Techniques, Reading Research.

The programming used presents material in small steps which call for an active response followed by an immediate confirmation. The three-step cycle is repeated for each piece of material. This type of program allows self-pacing, low-error rate, high motivation and easy development testing. The project used this technique to teach reading to illiterate adults. The program consists of a series of booklets in addition to supplementary review exercises. These booklets are designed to use another person, any literate adult, to read directions to the students. During the developmental stages observers sought trouble spots and areas of difficulty. From previous testing it was found that the helper should emphasize new words, arrange adequate break periods, insure that the student understands basic directions, and prevent students from spelling out words. Helpers should explain the format of the booklets. Information pages contain directions and words for the student. Often there will be a picture to help the student tell what the words are about. A confirmation page indicates the correct action to be taken on the information page. Progress cards are kept by all students to indicate lesson times and progress to date. A description of the first twelve lessons is given. Lessons introduce words, compare them with others, and finally, call for an isolated recognition of the word.

45. ED 001 492
Basic Literacy Reading: Unit 1, Lesson 12.
New York, N. Y.: The Diebold Group, Inc. Pub Date: 1964
EDRS Price MF-$1.00 HC-$4.68 115P.

Descriptors: Programed Materials, Adult Education, Illiterate Adults, Beginning Reading, Reading Skills, Reading Research, Teaching Techniques.

Self-instructional directions are introduced. The lesson begins with oral review questions. The pronoun "it" is used in the answer. The words "line" and "draw" are introduced. The next sequence includes the instructions for the student to read silently. The student is not asked to give any oral response. The helper reads another set of directions to the student introducing "read" and "write" in two sequences. The lesson is concluded with a series of self-instructional frames.

46. ED 001 532
Demonstration Program in Remedial Reading and Language Arts (Summer 1964).
Agassiz Village Camp, Poland, Me. Boston, Mass.: Action for Boston Community Development, Inc. Pub Date: Jun 1964
EDRS Price MF-$0.25 HC-$1.40 33P.

Descriptors: Remedial Reading, Language Arts, Reading Programs, Camp Projects, Word Skills, Student Grouping, Culturally Deprived, Summer Programs, ABCD - Boston, Massachusetts.

A summer camp was set up at Agassiz Village, Maine, in 1964, to help develop reading ability for children of Boston public schools. Objectives were to improve each child's reading achievement and related language arts ability. Informal and standardized tests were used to measure results. Physical examinations were given to detect any physical handicaps which might interfere with reading progress. The program served 162 boys of IQ between 75 and 100 from grades 5 through 8. Personnel consisted of 6 specialized instructors and the regular camp staff. Nine diagnostic tests were given to the boys in order to group them for instruction. Skill areas taught were: phonics, visual memory, sight, vocabulary development, oral reading, dictionary work, analytical reading, skimming, and elaborative thought. A daily schedule was given showing time allotments for all camp activities. Motivation was considered an important factor to the success of the camp. Teaching techniques employed reinforcement of vocabulary and inductive, rather than deductive, methods. A library was provided as well as numerous newspapers, magazines and other materials. A spoken language program using skits, role-playing, choral reading, musical games, and campfire programs was taught with the reading program. Eight lessons are described for the publishing of a camp newspaper.

47. ED 001 544
Basic Test of Reading Comprehension.
By: Cohen, S. Alan, and Cloward, Robert D.
New York, N. Y.: Mobilization for Youth, Inc.
EDRS Price MF-$0.25 HC-$0.60 13P

Descriptors: Reading Comprehension, Elementary School, Reading Speed, Language Arts, Testing and Measurement, Mobilization for Youth.

The test was designed to assess speed of reading comprehension. It consisted of numbered passages, one to three sentences in length, arranged in paragraph form to simulate the normal reading exercise. Toward the end of each passage, a word was inserted which spoiled the meaning of the passage. The pupils were instructed to find the word that spoiled meaning and cross it

out. Thus with a correct response it could be inferred that the pupil was able to comprehend the meaning of the passage. An example of the test was (1) In the summer we play in the snow. (2) The dog bit Jane on the leg. The bite made Jane very happy. (3) Pat has a fast car. Every day he takes his slow car to school. A teacher's guide and answer sheet are included.

48. ED 001 566
Report of Evaluation of Special Instructional Programs at Madison Junior High School, for the School Years of 1962-63 And 1963-64. Oakland, Calif.: Oakland Public Schools, Oakland Interagency Project. Pub Date: 1964
EDRS Price MF-$0.25 HC-$1.32 31P.

Descriptors: Parent Reactions, Junior High School Program Evaluation, Achievement Tests Results, Language Arts, Remedial Reading Specialists, Oakland Interagency Project, Oakland, California, Team Teaching, Measurement Instruments, Underachievement, Culturally Deprived, Programs, Special Instruction.

Most children who enter Madison Junior High School are below their grade levels in reading and language skills. The 1962-63 core program was offered to seventh and eighth graders who were performing at approximately one year below grade level in basic skill areas. They received all instruction in required academic subject areas in the "core" classes and were taught by a team of two or three teachers including a remedial reading specialist. In the second year the organization of the project was changed, and, under the new system, all of the seventh grade class received special reading instruction in Project reading classes. Considerable use was made of filmstrip machines and tachistoscopic devices; individual and small group instruction was given. The present evaluation attempts to determine a) if the "core type" program, utilizing the team-teaching approach with major emphasis on language arts, was successful in changing the depressed achievement status of these pupils; b) if the second year program had a significant effect on the achievement of the seventh grade students; and c) if the reactions of the parents of students receiving special instruction were favorable. Standardized reading tests of speed, comprehension and vocabulary, and achievement tests in various academic areas were used in the evaluation. Evidence showed that students in the core program made no significant change in standings, and made what may be considered normally expected progress during the school year. However, there were positive indications of support from the parents of pupils who were involved, and their responses to questionnaires also indicated positive attitude changes and increased reading habits in their children. Seventh graders in the 1963-64 program made satisfactory progress in the speed and comprehensive subtests over a period of eight school months. The appendix contains questionnaire results and responses.

49. ED 001 594
Meeting the Needs of Low Achievers.
Curriculum Bulletin #402. Cincinnati, Ohio: Cincinnati Public Schools. Pub Date: 1963
EDRS Price MF-$1.00 HC-$9.20 228P

Descriptors: Low Achievers, Teacher Responsibility, Socio-Economic Background, Family Background, Physical Characteristics, Intellectual Characteristics, Arithmetic Curriculum, Classroom Environment, Emotional Characteristics, Program Evaluation, Science Curriculum, Language Arts Curriculum, Social Studies Curriculum, Intermediate Level, Instructional Techniques, Reading Curriculum, Program Planning.

The low achiever frequently possesses a meager background with respect to experiences that nourish achievement in school. While school success is not restricted to any one social or economic group, large groups of low achievers are usually found in low economic, densely populated areas of the city which contain a mixture of minority and ethnic groups with diverse values. Classes of low achievers include wide age ranges, and pupils are in various stages of physical development. Many children need guidance in the maintenance of good health and nutritional habits. Low achievers have a higher percentage of physical defects than do other pupils, and also manifest emotional and social instability in their everyday behavior patterns. Despite these rather negative characteristics, low achievers can and do learn. They understand concrete and factual material more readily, however, than abstract generalizations since their I. Q. range is usually 95 to 90. It is the goal of the teacher of low achievers to convey to the pupils his confidence that they can achieve academically and that their contributions are worthwhile. Other teacher responsibilities include establishing an attractive classroom environment, learning as much about pupils' home backgrounds as possible, becoming familiar with the community, setting realistic program goals, securing materials with appropriate level of simplicity, making use of community resources, and helping children understand and accept themselves and others. Curriculum guides in reading, language arts, social studies, arithmetic, and science are presented to help the teacher in planning an effective program. Included in the guides are goals of different subject area programs, organizational suggestions, sample units, learning aids, and bibliographies.

50. ED 001 615
Beacon Program. Evaluation Summary, 1962-63; Projected 1963-64.
Philadelphia, Pa.: Philadelphia Public Schools, Great Cities School Improvement Program. Pub Date: 1962
EDRS Price MF-$0.25 HC-$0.92 21P.

Descriptors: Academic Achievement, Staff Growth, Self-Images, Teacher-Pupil Relations, School-Community, Community Roles, Homogeneous Groupings, Teacher-Parent Relations, School-Community Relationships, Curriculum Expansion, Elementary Schools, In-service Programs, Language Arts, School Specialists, Culturally Disadvantaged, Beacon Program, Great Cities School Improvement Program, Philadelphia, Pennsylvania.

The program's purpose was to raise pupil's academic achievement, increase the professional growth of the staff, develop pupil potential, bring enrichment to both children and the community, and develop a wholesome, harmonious, and intelligent relationship between the school and the community. Staff evaluations of the program revealed definite progress in language arts and arithmetic. With regard to teacher-pupil relations the consensus was that classroom relations had been wholesome and that the children were generally cooperative and courteous. Teacher-parent relations were judged by all to be wholesome and helpful. The assistance of the language laboratory teacher, the reading adjustment teacher, the science collaborator, consulting teachers, the speech teacher, and home-and school- community coordinators was helpful and beneficial to the program. Expansion was projected for the in-service programs, school-wide drives, health program, physical education program, counseling service, and after-school activities. School-community coordinators reported that the Home and School Association's meeting were constructive and informative, as were the discussion groups. Communication between the school and the community had remained good. Suggestions were made for continuing the curriculum in the areas of language arts, spelling, handwriting, functional and creative writing, spoken language, arithmetic, social studies, and the arts. The homogeneous grouping of children should be continued, and, with regard to staff growth, small group or grade meetings should be emphasized. In-service programs and special services should be expanded.

51. ED 001 622
Reading Guide.
San Francisco, Calif.: San Francisco Unified School District.
Pub Date: 1965
EDRS Price MF-$0.75 HC-$6.24 154P.

Descriptors: Secondary Schools, Reading Skills, Expected Performance, Developmental Programs, Reading Terms, San Francisco School District, San Francisco, California, Vocabulary, Reading Comprehension.

The sequential development of reading skills by grade level is presented. Such a guide should help secondary teachers in directing reading development and promoting pupil growth, in understanding and evaluating the reading ability of each student,

in identifying his specific needs, and in planning ways to meet those needs. The guide describes the sequential development of the following abilities, listing the specific skills comprising each ability at the appropriate grade level: reading readiness, word recognition (Analysis), comprehension, study research organization (Integration and Assimilation of Ideas), creative reading (Interpretation of Ideas), critical reading, oral reading, and adjustment of reading rate. A supplement containing a glossary of reading terms accompanied the text.

52. ED 001 626
Instructional Materials To Meet the Needs of Urban Youth.
Chicago, Ill.: Chicago Public Schools, Great Cities School Improvement Program, Research Council. Pub Date: 1965
EDRS Price MF-$0.25 HC-$0.64 14P.

Descriptors: Instructional Materials, Urban Youth, Text Books, Content Selection, Communications Skills, Pluralistic Society, Speech Improvement, Reading Skills Development, Listening Skills Development, Urban Schools, American History.

As a result of a request by textbook publishers for a list of suggested instruction materials to meet the needs of youth in large urban centers, the committee on instructional materials has developed illustrative guidelines for the selection of content for both elementary and secondary urban school texts. One major consideration was the need for materials depicting realistic situations in urban areas. Basically, textbooks and materials must be concerned with the diversity of people who make up urban society; the highly mobile and transient population; the differences in social and economic status; and the changes in economic, educational, political, social, and family life. A second need is for concern about the pluralistic nature of society in urban areas. Materials should avoid emphasizing the separateness of minorities when attempting to recognize their special needs. Reference should be made to the cultural and ethnic groups as they arise naturally in the society and should indicate appreciation for their contributions and achievements without undue emphasis. Identification of urban young people with events and people depicted in American history is another need. Textbooks must find imaginative ways to present the American past for those handicapped by limitations of environment so that they may feel a part of ongoing American history. Finally, instructional materials need to help develop vital skills of communication. Teachers need specific suggestions for teaching literature, reading and listening skills, and for improving speech.

53. ED 001 633
Promising Practices From the Projects for the Culturally Deprived. Chicago, Ill.: Chicago Public Schools, Great Cities School Improvement Program, Research Council. Pub Date: Apr 1964
EDRS Price MF-$0.50 HC-$3.40 83P.

Descriptors: Immigrant Students, Culturally Disadvantaged, In-service Education, Urban Education, Dropouts, Work-Study, Guidance Activities, Reading Programs, Summer Programs, Community-School Relations, Early Admissions, Team Teaching, Special Grouping, Job Retaining, Urban Schools, Non-graded Classes, (Great Cities Improvement Program).

In the survey taken of 14 urban school districts, successful special projects included: in-service education and recruitment, reading programs, summer programs, community-school relationships, guidance activities, early admissions programs, team-teaching programs, special placement classes and job retraining programs. All practices are intended to serve as compensatory education for disadvantaged youth. Each school district described briefly a few of its successful programs. Baltimore's "Early Admissions" seeks to give children the ability to compete successfully in school. Enriched reading is part of the Buffalo elementary school program for the culturally different. Fourteen-year-olds are specially grouped in non-graded classes to build reading skills in programs that provide compensatory education in the language arts, special textbooks giving attention to the American Negro, library services in the elementary schools, and summer school and demonstration laboratory schools. Houston has initiated a back-to-school drive, while Los Angeles is providing tutorial services and a work-study program for potential dropouts. Orientation is provided in Milwaukee for immigrant and transient children. New York's Demonstration Guidance Project is attempting to prevent dropouts with pre-employment education, night school, career guidance classes and the school-to-employment programs. In-service education, school-community coordinating teams, and language arts are given emphasis in Philadelphia. Pittsburgh uses team-teaching for more able students. By using tutoring, counseling and work-study programs, St. Louis has fought the dropout problem. San Francisco has a youth opportunities center to train youth for jobs and to help them find employment.

54. ED 001 638
Steps Toward Compensatory Education in the Chicago Public Schools. Chicago. Ill.: Citizens Schools Committee of Chicago.
Pub Date: Aug 1964
EDRS Price MF-$0.25 HC-$0.92 21P.

Descriptors: Class size, Teacher Role, Social Worker, Parents Role, Summer Schools, Counseling, Teaching Materials, After-School

Projects, Preschool Programs, Principals' Role, In-service Training, Remediation Centers, Compensatory Education.

The Citizens Committee offers suggestions for compensatory education to meet the needs of all children living in areas of high transiency who have experienced a meager educational background. The suggestions are: that class size be limited to 25 students; that the length of school days in "difficult" areas be lengthened; and that the salary of teachers be increased. In these "difficult" schools, experienced, skilled teachers should be used, and the rewarding of school social worker certificates should be initiated. In the primary grades, reading and the use of English and mathematics should be emphasized. Children with lower than average ability levels and serious emotional problems should be given special care, and the degree of counseling and vocational guidance they receive should be increased. Pre-school programs, after-school projects, and summer school opportunities should be expanded. Parents should be involved, and volunteers should be used. Procedures were suggested to implement these recommendations: 1) a greater continuity of principals, 2) the freeing of assistant principals from classroom teaching, 3) the provision of more teaching materials and such special learning experiences as trips, 4) orientation programs, placement centers and remediation centers available for students, and 5) an in-service training program for teachers. An extensive bibliography is appended.

55. ED 001 655
Laboratory for Change.
By: Hall, Shirley W.
Syracuse, N. Y.: Syracuse Public Schools, The Madison Area Project. Pub Date: Oct 1964
EDRS Price MF-$0.25 HC-$1.44 34P.

Descriptors: Urban Schools, Disadvantaged Children, Ungraded Schools, Teacher Training, Remedial Reading, Enrichment Program, Curriculum Revision, Pre-School Training, School Desegregation, Work Experience Program, Mathematics Development, Specialized Grouping, School Dropouts, Underachievers, Madison Area Project, Syracuse, New York, Field Trips, Scheduling, Summer School, Student Motivation.

The project had its beginning at one junior high school. Attention was turned to the variety of urban problems which cause educational disadvantagement. Teacher preparation, desegregation, pre-school training, curriculum development, student motivation, and school dropouts were identified as some of the major areas in need of greater attention. The Syracuse School District via the Madison Area Project served as the catalyst for

change toward the goal of establishing a broader framework of action in solving urban problems. The following programs, projects, and services were developed in the first two years: ungraded schools, curriculum revision, specialized grouping, trips and enrichment, summer schools, mental health teams, remedial reading, school volunteer program, mathematics development, work experience programs, and Project ABLE (a program to motivate underachievers). A preview of its third and final year, 1964-65, reveals the beginning of triangular partnership between three institutions on behalf of Syracuse youth: The Syracuse School District, the Mayor's Commission for Youth, and Syracuse University. Ten public schools will serve as operation headquarters for four projects: the Madison Area Project, the Syracuse Action for Youth Program, Urban Teacher Preparation, and The School Integration Program.

56. ED 001 656
Phony Literature.
By: Winstein, Gerald, and Fantini, Mario
Syracuse, N. Y.: Syracuse University
EDRS Price MF-$0.25 HC-$0.64 14P

Descriptors: Language Arts, Literature, Secondary Education, Teaching Techniques, Teacher Training, Classroom Interaction, Culturally Disadvantaged, Curriculum Development, Madison Area Project, Syracuse, New York.

Ninth grade students refused to read their literature assignments because they considered them to be "phony." After conversations with the teacher, the children established some literary criteria: "phoniness" referred to one-dimensional characters, unbelievable situations and dialogue. The children were permitted to evaluate new books which came into the school. They responded to the new activity with enthusiasm. Since literature developed for the disadvantaged is difficult to find, teachers are encouraged to develop their own curricula. One technique is to have a child verbalize his impressions of a trip and record them on tape. A sample essay entitled, "Rotation Pool" was written by a child about his city activities. The essay was dittoed and distributed to the class. They read it, and a test was given. Questions for discussion are given.

57. ED 001 668
Overview of the World-of-Work Training Program and an Explanation of the Cadet Training Program.
Syracuse, N. Y.: Syracuse Public Schools, Madison Area Project
EDRS Price MF-$0.25 HC-$0.44 9P.

Descriptors: Occupational Training, Training Programs, Curriculum, Elementary Education, Tutoring Services, Counseling Services, Training Environments, Secondary Education, Work-Study Programs, Work Experience, Madison Area Project, Syracuse, New York, Student Motivation, Vocational Education, Job Experience.

To curtail the number of school dropouts the program has been developed to provide for student needs from the pre-school level through high school. In the pre-school program, the curriculum is structured to provide increased educational motivation and language development depending upon the specific needs of the child. In the elementary program, special emphasis is on reading motivation and the growth of self-awareness. Counseling is available for the expansion of a child's learning program. The Cadet Training Program has been incorporated into the junior high curriculum. Its main purpose is to provide potential dropouts with a work-study program suited to their immediate needs. Local businesses and industries are used as training environments, and a School-to-Employment Program of learning is arranged by the school coordinator. A student spends part of the day at school (following an individual course of study related to the occupational field he has selected) and part of it on the job. In addition to motivating the student to continue to work for a high school diploma, the Cadet Training Program is designed to develop understanding and appreciation of the social and economic values of production, distribution, and consumption of goods. The cadet learner is able to discover his own interests, aptitudes, and abilities; he also gains experience in understanding occupational opportunities and in applying for positions. Later, the student may wish to enter the Internship Training Program, the Certificate-Night School Program, or the Apprenticeship Training Program, all of which lead to a high school diploma.

59. ED 001 678
School Dropouts and American Society.
By: Miller, S. M.
Syracuse, N. Y.: Syracuse University, Youth Development Center.
Pub Date: Nov 1963
EDRS Price MF-$0.25 HC-$0.32 7P.

Descriptors: Low-Income Families, Remedial Programs, High School Dropouts, Teacher Attitudes, Disadvantaged Children, Student Motivation, Secondary Schools, Cultural Deprivation.

The contribution of white-collar families to the number of dropouts has been widely ignored. There has also been a stereotyping of low-income youngsters that completely overlooks the diversity among the American poor. The fact that Jewish low-income areas have high graduation rates has been used to criticize Negroes as unwilling to help themselves. This criticism ignores the historical basis of literacy among Jews. A further misleading generalization is the assumption that prospective dropouts cannot learn and are alienated from school. Too often the fault lies with teachers and administrators; they may not have learned how to deal with youth who do not fit into the prescribed conditions of school life. Nine basic remedial programs aimed at solving the dropout problem are cited. Some of these include propaganda campaigns to persuade youth to stay in school, remedial reading programs to overcome deficiencies, attempts to strengthen the relationship of school and family, and vocational education programs. While all of these remedial efforts have attempted to solve one aspect of the dropout problem, the article points to the ineffectiveness of each to help prospective dropouts in their special needs at an early stage.

59. ED 001 680
Followup Analysis of Madison Junior High School.
By: Clayton, Thomas E., et al.
Syracuse N. Y.: Syracuse University, School of Education
Pub Date: Jun 1963
EDRS Price MF-$0.25 HC-$0.40 9P.

Descriptors: Culturally Disadvantaged, Program Evaluations, Student Attitudes, Administration, School Facilities, Teacher Attitudes, Motivational Levels, School Environments, Team Teaching, Secondary Schools, Program Flexibility, Classroom Atmosphere, Remedial Reading.

The study is based on interviews with teachers, administrators, and students and observations made of classes. The observations are compared with observations made two years before the program began. It is reported that the climate of the school has improved noticeably. Students respond with greater interest and spontaneity. Teacher attitudes are better, and morale is high. The physical facilities have been improved with bright colors, large bulletin boards, displays, better library facilities and new furniture. Play areas and an acoustical treatment of rooms and halls are still badly needed. Team planning and teaching are still not in full scale operation but have helped teachers; nevertheless, clinical work in reading seems to have increased the motivation of many students. Art and audio-visual programs are reported to have resulted in the greatest improvement by arousing the creativity and interest of the pupils. Greater

cooperation and communication at the administrative level are needed. In-service education should increase teacher interest and provide more program flexibility.

60. ED 001 686
Appendices A, B, C, and D: The Reading Program: An Overview.
By: Byrol, Charlene H.
Syracuse, N. Y.: Syracuse Public Schools, Madison Junior High School. Pub Date: Sep 1963
EDRS Price MF-$0.25 HC-$0.64 14P.

Descriptors: Reading Program, Reading Instruction, Elementary Schools, Syracuse, N. Y., Seventh Grade, Eighth Grade, Reading Clinics, Comprehension Skills, Listening Skills, Instructional Materials, Reading Deficiencies, Student Motivation, Student Progress, Individualized Instruction, Vocabulary Extension, (Madison Area Project).

A realistic look at standardized test results and early observation of student performance in silent and oral reading situations revealed that the majority of the 7th and 8th grade pupils were disabled readers. Six specific aims were: refining comprehension skills, extending interests and recognition skills, improving reading, strengthening word recognition skills, improving oral reading ability, building vocabulary, teaching students to follow written and oral directions independently, and improving study skills. It is reported that much has been accomplished toward finding effective ways to extend the elementary school reading program into a sequential program suitable for junior high school. On the 7th grade level, pupil's strengths and weaknesses in English were tested diagnostically. The students were then placed in groups according to their respective scores. *Instructional materials used included English 2600, Coronet* Programmed Learners, the Webster Reading Laboratory, and supplementary paperbacks. Movement of the children took place quarterly. Motivation increased when the students were informed of the level at which they were reading. The program was individualized as much as possible. The 8th grade reading program was similar to that of the 7th with respect to pre-testing, grouping, motivation, and individualized emphasis, but used the S. R. A. Reading Laboratory materials. The Madison School Reading Clinic involved approximately 30 pupils during the 1963-64 school year. Concepts and vocabularies were built through unit studies and aided by such devices as the tape recorder, progress charts, graphs, wall charts, cumulative file cards, and vocabulary file boxes.

61. ED 001 690
A Potential and Actual School Dropout Project: A Report on the Youth Development and Training Program.
By: Leake, Deliah B., and Engel, Gerald
St. Louis, M.: Presbytery of St. Louis. Pub Date: May 1964
EDRS Price MF-$0.25 HC-$1.24 29P.

Descriptors: Culturally Disadvantaged, Teaching Techniques, Non-Graded Systems, Enrichment, Special Staffing, Parent Involvement, Syracuse City School District, Student Attitudes, Experiences, Junior Highschool, Ability Groupings, Remedial Reading, Cultural Enrichment, Student Self-Concepts, Project ABLE, Syracuse, New York.

The training program is administered by the St. Louis Presbytery as a three year demonstration program and is financed by a $56,000 grant from the United Presbyterian Women. In the first eighteen months five centers for tutoring, located in various Presbyterian churches, were organized on a non-sectarian basis and were opened to children attending school in the immediate neighborhood. Efforts were made to establish relationships with ministers, congregations, directors of Christian education, professional and non-professional agencies, schools and boards of education, and employment agencies. Relationships with actual dropouts were established through church agencies. The program is operated by volunteers trained in working with potential and actual dropouts. Specialists in academic fields are utilized for supervised study halls. Specialists in education, psychology, counseling, religion and social work constitute the best resources for training. Various services are provided in the centers. Tutoring classes help children with homework and study in basic language and arithmetic skills. Remedial reading programs attempt to make reading more enjoyable for children. Creative activities and trips provide cultural enrichment. A summer program for older elementary students provides experiences in planned recreation, singing and crafts. A pre-school program enables children to adapt better to school life. Vocational guidance and placement service, as well as vocational skills classes, have been provided for high school students.

62. ED 001 692
Project ABLE.
By: Kennedy, Eleanor, and Bongo, Joseph
Syracuse, N. Y.: Syracuse Public Schools, Madison Area Project.
Pub Date: Feb 1965
EDRS Price MF-$0.25 HC-$0.92 21P.

Descriptors: Culturally Disadvantaged, Teaching Techniques, Non-graded Systems, Enrichment, Special Staffing, Parent Involvement,

Syracuse City School District, Student Attitudes, Experiences, Junior Highschool, Ability Groupings, Remedial Reading, Cultural Enrichment, Student Self-Concepts, Project ABLE, Syracuse, New York.

Project ABLE, a state-wide program to provide better educational services for culturally disadvantaged students, was adopted by an inner-city junior high school in Syracuse, New York. Special staff used were; instructional specialists, a reading clinician, an audio-visual coordinator, a school social worker, a vocational and placement coordinator, and guidance counselors. The basic techniques used to improve the educational opportunities of these disadvantaged youths were: active student participation in the classroom, team planning, a non-graded system, group guidance, intensive individual counseling, parent conferences, field trips, cultural programs and student self-concept development. The program complemented course study in a number of ways. Remedial and developmental reading was taught in all three grades (7th, 8th and 9th). Two areas, speech and music, involved specialists who met periodically with students. Students were grouped according to ability level in writing classes. Assemblies, awards, clubs, and cultural experiences were used to enhance students' self-concepts.

63. ED 001 722
Report on Talent Preservation of the Junior High Schools of Houston Independent School District.
By: McFarland, John W., et al.
Houston, Tex.: Houston Public Schools. Pub Date: Jun 1961
EDRS Price MF-$0.25 HC-$0.36 7P.

Descriptors: Secondary Schools, Student Motivations, Teaching Materials, Potential Dropouts, Slow Learners, Remedial Reading, Culturally Deprived, Teacher Workshop, Remedial Mathematics, Reading Programs, In-service Training.

Special attention was given to slow learners with unstable and culturally deprived backgrounds to keep them interested and in school. Participants were 14 years old, with an I.Q. of 76-90 and two years retardation in language, reading, and mathematics. Project teachers were specially selected for their understanding and ability to teach emotionally unstable, slow learners. The teachers took part in a 40-hour training workshop prior to teaching duty. In addition there were seven in-service training meetings during the year. Teachers have found the following techniques effective: allowing students freedom from pressure, daring to be creative and imaginative, maintaining a sense of humor, and stimulating through encouragement and sincere praise. Teaching materials are used to motivate students and teach them the basic skills they need. Machines and programmed materials are used

for motivational purposes. Reading materials are chosen for easy reading and high-interest levels. Audio-visual aids, newspapers and field trips are used to teach practical skills that students recognize as useful.

64. ED 001 723
Society, the School and the Culturally Deprived Student.
By: Davis, Allison
Chicago, Ill.: University of Chicago, Department of Education.
EDRS Price MF-$0.25 HC-$0.88 20P.

Descriptors: Culturally Deprived, Teaching Methods, Cultural Factors, In-service Training, Human Relations, Culturally Disadvantaged, Attitudes, Curriculum, Community-School Relations, Extra-curricular Activities.

Belief that all school learning is influenced by the teacher's feeling for the student, by the teacher's cultural evaluation of the student, by cultural motivation and by intrinsic value in the curriculum led to the following recommendations to help the culturally deprived student: study of the community, and of the school in-service training of teachers, new materials in reading and in all phases of the curriculum, new teaching methods and integration of all groups into both classroom and extra-classroom activities.

65. ED 001 724
A Model Program for Remedial Reading.
By: Cutts, Warren G.
Washington, D. C.: U. S. Department of Health, Education, and Welfare, Office of Education.
EDRS Price MF-$0.25 HC-$0.88 22P.

Descriptors: Facilities, Remedial Reading, Reading Failure, Personnel, Teacher Qualifications, Reading Center.

General guidelines are provided, which may be adapted to specific problems and conditions in individual school systems. Background material distinguishes between corrective reading instruction by the regular teacher in the classroom and remedial reading involving instruction received outside the regular classroom. A review of causative factors in reading failure is given. A specific program for instruction in remedial reading is not given. Emphasized are expert diagnosis of reading failure, adequate facilities, and well trained and sufficient personnel. A model Reading Center is described, even to the location of electrical outlets, and includes a floor plan, furniture, equipment, and activity use of space. In addition, instructional materials are listed for use in reading clinics located away from the center.

66. ED 001 726
The Retarded Reader in the Junior High School: A Guide for Supervisors and Teachers.
New York, N. Y.: New York City Public Schools, Bureau of Educational Research. Pub Date: Sep 1952
EDRS Price MF-$0.75 HC-$5.28 131P.

Descriptors: Secondary Education, Junior High Schools, Teacher Training, Remedial Reading, Retarded Children, Teacher Education, Counseling and Guidance, Curriculum, Supervisory Methods, Testing Methods, Reading.

In 1943 New York City undertook research on retarded readers in the junior high schools. Goals included trying to determine why a large number of pupils with average or better intelligence reach junior high school with retardation of several years in reading level, and the types of remedial instruction materials needed. Special programs are sometimes arranged, such as scheduling classes or exchanging children among classes for remedial periods. Sometimes children within a group are put together for a reading class, or individual help is given. Some schools have special classes for remedial reading. Some thought English teachers should be trained to teach this course. Supplies and materials were needed and there was an insufficient amount to be had. The following recommendations were made: 1. Severely retarded readers should be given out-of-class instruction. 2. A Program designed to train junior high school teachers in methods of teaching reading should be instituted. 3. A consistent effort should be made to develop and supply appropriate reading materials. 4. A developmental reading program should be specifically provided in regular classrooms. 5. The departmentalized program of instruction in the junior high school should be re-evaluated. 6. Child guidance services should be expanded so that they are more available for retarded readers. 7. The possibility of formulating a new position for "Teachers of Reading" should be explored. A list of materials to be used for remedial reading in the junior high school is appended.

67. ED 001 729
The Probable Syndrome in Terms of Educational Experiences Which Precipitates Dropouts, Delinquency, and Eventual Incarceration.
By: Burke, Nelson S., and Simons, Alfred E.
Washington D. C.: District of Columbia, Department of Corrections, Institute for Criminological Research. Pub Date: Sep 1964
EDRS Price MF-$0.50 HC-$2.40 57P.

Descriptors: Elementary Schools, In-service Training, Curriculum, Secondary Schools, Causes of Delinquency, Juvenile Delinquents, Delinquent Identification, Teacher Training, Culturally Disadvantaged, Delinquency Prevention.

A cluster of educational experiences was sought which was common to a significant proportion of the youth at the Lorton Youth Center of the District of Columbia Department of Corrections. These experiences were postulated as causal factors in dropout, delinquency, and eventual incarceration. Data pertaining to educational or educational-related experiences were gathered from case histories, educational interview sheets, and two questionnaires. From an analysis of the data the elements which comprise the types of syndromes described above were poverty, social alienation, poor school adjustment, truancy, retardation, essentially normal intelligence, poor reading skills, language deficiencies, early school leaving, mobility, early contact with the juvenile court, frequent juvenile offenses, commitment to other institutions, and matriarchial families. Related research is in general agreement with these findings. Implications for school action are: pre-school education, adapted curriculum materials, professional counseling, an understanding of slum culture, and in-service training. A check list administered at grade 6 could aid in identifying potential dropouts so that these children could be more intensively guided and counseled.

68. ED 001 734
Opportunity Classes for the Slow Reader, Grades 7-12.
Waco, Tex.: Waco Independent School District.
Pub Date: 1960
EDRS Price MF-$0.25 HC-$2.24 53P.

Descriptors: Curriculum Guide, Secondary School, Slow Learner, Opportunity Classes.

To meet the needs of the slow learner at the secondary levels, carefully planned and tested guidelines are set forth for selection of pupils, standards for grading, and graduation requirements. Lesson plans and suggestions, materials, and textbooks are included. Courses covered are language arts, junior high arithmetic, mathematics in high school, general and consumer math, general science, biology and social studies. Suggestions are made for cooperating with resource persons within the community. Approximately 53 references are included.

69. ED 001 735
A Suggested Guidance Program for Combating School Dropouts.
New York, N. Y.: The Boys' Club of New York.
EDRS Price MF-$0.25 HC-$1.92 44P.

Descriptors: Dropout Problem, School Failure, Grade Retention, Reading Retardation, Self-Image, Health Instruction, Compatibility, Educational Plans, Individual Guidance, Materials, Theme Writing.

The problem of school dropouts was caused by consistent failure to achieve in regular school work, grade retention, reading retardation, and poor self-image. The Club's staff would help solve this problem through teaching, directing, and counseling boys in the areas of health, compatibility, respect, staying in school, planning educational goals, and developing skills that could be used in adult life. The objective was to provide the group leaders with a more definite program for guidance. During the season it would be advisable for the leader to talk to each individual boy about his future plans at least once; similar meetings should be held at the end of the season. From May to September, staff members should be required to study the record cards of all boys in the Club. Also outlined topics of discussions might be prepared in advance and made available to the leader every month. Educational or vocational films or lectures could be scheduled one evening a month, or quarterly. During the year at least two seminars, each extending over a two-day or three-day period, should be held. Competitive essay and skit tournaments should be held, with education as one of the themes. The Boy's Club Record, a monthly publication written by and for the boys, was found to be a good medium for reaching all the boys.

70. ED 001 744
Let's Teach Word Analysis Skills.
Upper Marlboro, Md.: Prince Georges County Public Schools
Pub Date: 1963
EDRS Price MF-$0.25 HC-$2.32 56P.

Descriptors: Word Analysis, Teaching Guide, Reading Skills, Syllabification, Teaching Reading, Phonetic Analysis, Structural Analysis, Reading.

A guide on the teaching of word analysis skills is presented. Knowledge of word analysis does not ensure good reading ability. It should, however, enable the individual to become more independent in his reading. Skills developed through a knowledge of word analysis can do much to enhance the understanding of written material and to enable the student to beomce a more proficient reader. The study of word analysis is approached through an understanding of the principles involved in four major areas: phonetic analysis or sound clues, structural analysis or sight clues, syllabification, and accent. Teachers are urged to lead their pupils in discovering for themselves the rules, principles, or generalizations in each of these areas of analysis and in expressing the principles in their own words. The exact wording of a rule is not important if the meaning is clear to the children. It is the understanding of the underlying principles of word analysis and the ability to apply these principles that make word analysis an invaluable tool in learning to read.

71. ED 001 752
Assessment of the Demonstration Guidance Project.
By: Wrightstone, J. Wayne, et al.
New York, N. Y.: New York City Public Schools, Division of Research and Evaluation.
EDRS Price MF-$0.75 HC-$5.48 144P.

Descriptors: Culturally Deprived, Guidance Counseling, Student Motivation, Potential Dropouts, Cultural Enrichment, Homogeneous Classes, Parent Attitudes, Peer Acceptance, Ability Identification, Program Evaluation, Secondary School.

The purpose was to identify able students from disadvantaged urban areas and to stimulate them through cultural experiences, special classes, and guidance to seek higher educational and vocational goals. A primary objective was to refine the methods and techniques for prediction of academic potential, through aptitude testing, achievement testing, and counselor and teacher ratings in junior high school. In an overall sense, pupils who received academic diplomas and went on to college scored higher on each of these initial criteria than did students who did not complete high school. In addition to the intensive counseling services for students involved in the project, there was remedial instruction in reading and arithmetic in the junior high school and special enriched instruction in small homogeneously grouped classes in high school, including a double period daily in English. The cultural enrichment program included visits to museums, libraries, colleges, plays, films, concerts, and places of historical interest. Standardized tests in academic subjects show that project students made a greater gain in academic areas than had previous classes. Their greatest gain was in reading. Using a chronological age of 15 for the I.Q. score base there were appreciable gains in I.Q. among project students. There was positive peer acceptance among project and non-project students. Of the 329 project students, 21.3 dropped out of school and 51 entered some kind of post high school training, a major increase over comparable groups. Students emphasized the helpfulness of guidance services in the project, while teachers stressed the gains in student desires for higher education to be the project's greatest asset.

72. ED 001 767
1964-65: After-School Study Center Manual.
New York, N. Y.: New York City Public Schools, High School Division. Pub Date: Sep 1964
EDRS Price MF-$0.25 HC-$0.44 7P.

Descriptors: Disadvantaged Students, Potential Dropouts, After-School Centers, Teacher Qualification, Remedial Teaching, Tutorial Services, Student Selection, School Supervision, School Administration.

The After-School Study Centers are intended to supplement regular instruction in schools having a high percentage of disadvantaged pupils. The High School Division aims to salvage, for further education, those pupils who may otherwise become dropouts or fail to get into college. Each teaching assignment in the After-School Study Centers is for one two-hour session on three days per week for groups of no more than fifteen and no fewer than ten pupils. Teaching in the ASSC program is of two general types: remedial instruction in reading and arithmetic; and tutorial instruction in science, mathematics, foreign languages, English, and social studies. In the remedial program, considerable persuasion, but not compulsion, is brought to bear upon the pupils and potential dropouts to avail themselves of the opportunity to improve. Tutorial services are provided primarily for pupils who, with some help, may become college material. The After-School Study Center is under the supervision and administration of the principal through his designated supervisor. The principal is responsible for making the program available to all eligible pupils, notifying their parents, and recruiting the best qualified teachers. Such administrative matters as records, time cards, fire drills, compensation, periodic reports on pupil attendance, staff assignments, and payroll for personnel are discussed.

73. ED 001 774
Higher Horizons: Progress Report.
By: Landers, Jacob
New York, N.Y.: New York Public Schools. Pub Date: Jan 1963
EDRS Price MF-$0.50 HC-$4.88 107P.

Descriptors: Disadvantaged Children, Guidance Programs, Counseling Services, Student Motivation, Teacher Training, Remedial Services, Parent Education, Evaluation of Deprivation, Curriculum Enrichment, School Dropouts, Cultural Enrichment, Community Involvement, Teacher Motivation.

Human talent is much too precious to be stifled and wasted. Therefore, it should be sought out, uncovered, and developed in the schools. Higher Horizons is a quest for the kind of education which, adjusted to the needs of disadvantaged children, will enable them to compete with other children on an equal basis and to receive a fair share of the rewards of society. The experiment began in 1959, in two grades, third and seventh. It extended by one elementary and one secondary grade each year. The population of the program includes both academically disabled and able children. A major part of the effort has consisted of training and re-training teachers. More time has been given to the training of new teachers than to any other single activity. Inspiring teachers with a faith in the educability of children

is a basic key in training. An improvement in the instructional patterns, with remedial services in reading and other basic skills, is another area of program action. The instructional program is accompanied by planned cultural enrichment activities, including an extensive trip program. The keystone has always been guidance service, at the heart of which lies individual counseling.

74. ED 001 777
After-School Study Centers Review (Spring 1965).
By: Schwab, Rose L.
New York, N. Y.: New York City Public Schools.
Pub Date: Jun 1965
EDRS Price MF-$0.50 HC-$1.72 64P.

Descriptors: After-School Center, Remedial Services, Reading Instruction, Teaching Materials, Homework, Library Service, Problem Solving, School Publications, Minority Groups, Disadvantaged Children, Administrative Routines, Mathematics, Creativity.

An action program attempts to promote better academic achievement for minority group children. About 70,000 children are involved in the ASSC program, three afternoons a week. In addition to the remedial services and teacher assistance, school libraries and homework rooms are made available to ASSC pupils and provide stimulation for those needing to improve their work-study skills. Since skill in reading is the core of elementary education, reading activities comprise a large part of the after-school study center program. There is rarely a single remedy or cure-all for reading deficiency, but small groups make it possible for the teacher to fit methods and materials to the child. Presented in the review are summaries and suggestions from various ASSC schools and teachers on the use of materials, audio-visual equipment, taped lessons, creative endeavors, and special reading projects. The program of mathematics in the elementary school is concerned with helping children at all levels of ability to develop mathematical power, to learn mathematics as a science, and to use mathematical skills with interest and assurance. Suggested problem-solving aids and case studies compiled by various ASSC teachers are included. Summaries of individual school efforts in the areas of library services and homework, school publications, and administrative routines are also presented.

75. ED 001 779
A School's Work with Urban Disadvantaged Pupils.
By: Schreiber, Daniel
College Admissions 7: The Search for Talent, New York, N. Y.:
College Entrance Examination Board. Pub Date: 1960
EDRS Price MF-$0.25 HC-$0.36 11P.

Descriptors: Academically Superior, Urban Disadvantage, Talent Search, Students, Guidance, Teacher Support, Cultural Enrichment, Delinquency, Teacher Training, Pilot Projects, Community Relations, Cultural Disadvantage, Secondary Education, Junior High, New York City.

The "Demonstration Guidance Project" (Project 43) was planned in order to discover, identify, and stimulate academically able students from less privileged groups. The talent search began in 1956 and was planned to run for a six-year period. Student participants were from New York City's Manhattanville Junior High School; 43 later attended George Washington High School. Approximately 50% (upper half) of the Student body took part. Students were acquainted with college life through visits to nearby colleges. A program to improve speech patterns of students was initiated. Many meetings between parents and teachers took place. General cultural errichment experiences were planned. Estimated cost of the project for each student was $50 per year above the amount normally allocated by the Board of Education. Results are reported to be very successful. A study of the growth in reading made by students in different grades showed a growth in reading ability. Most parents indicated that they hoped their children would attend college. Counseling services were of help to career decision-making.

76. ED 001 780
Replications of Some Aspects of the Higher Horizons Program in a Southern Junior High School.
By: Brazziel, William F., and Gordon, Margaret
The Journal of Negro Education (Spring 1963)
EDRS Price MF-$0.25 HC-$0.64 13P.

Descriptors: Culturally Deprived, Student Motivation, Parent Attitude, In-service Training, Cultural Enrichment, Elementary Schools, Teacher Training Guidance Counseling.

The investigators were interested in: what portions of the Higher Horizons Program could be replicable; measurable changes in student achievement; attitudes and habits as a result of the experiment; and school and community dynamics which precipitated and accompanied innovations. Certain features of the Higher Horizons Program for culturally disadvantaged children were attempted in the seventh grade of Jacox High School in Norfolk, Virginia. An in-service reading program for teachers, a program of increased direct teacher-parent relationships, a program of increased group guidance, and a program of intra-school cultural enrichment were included in the experiment. The cost of replicating the principles and procedures designed to help culturally deprived children make better use of education was not exorbitant.

77. ED 001 782
Role of the School in Prevention of Juvenile Delinquency.
By: Carriker, William R.
Washington, D. C.: U. S. Department of Health, Education, and Welfare, Office of Education. Pub Date: 1963
EDRS Price MF-$0.50 HC-$4.56 101P.

Descriptors: Research Opportunity, Reading Programs, Work Study, Emotional Problems, Secondary Schools, Juvenile Gangs, Delinquency Detection, Solution to Delinquency.

Five papers are included. "Existing and Projected Research on Individual and Group Approaches in the Treatment of Juvenile Delinquency," by David Wineman, discussed informal interview as a technique for treating specific ego malfunctions. Two methods were suggested: "emotional first-aid" for moments of great stress, and long-range training for more permanent health. The school, having considerable influence on the child, is in a position to apply these techniques. "Research on the School Work-Study Program in the Prevention of Juvenile Delinquency," by Robert J. Havighurst, proposed starting work-study as early as age 13 or 14, to keep lower-class boys and girls motivated and give them opportunity for growth. Experimentation and training of special supervisors would be needed. "Existing and Projected Research on Reading in Relationship to Juvenile Delinquency," by Gordon P. Liddle, sought a relationship between failure in reading and delinquency. "The Prevention of Delinquent Subcultures: Issues and Problems," by Richard A. Cloward, set forth problems faced in dealing with the three major types of gangs among lower-class boys. "Two Roles for Schools in Reducing Juvenile Delinquency," by William W. Wattenburg, discussed two methods of early detection and guidance of delinquents.

78. ED 001 787
Evaluation of the Higher Horizons Program for Underprivileged Children.
By: Wrightstone, J. Wayne
New York, N. Y.: New York City Public Schools, Bureau of Educational Research. Pub Date: Dec 1964
EDRS Price MF-$1.25 HC-$11.92 298P.

Descriptors: Evaluation Techniques, Elementary Schools, Secondary Schools, Teacher Attitudes, Culturally Deprived, Student Testing, Teacher Evaluations, Testing, Student Attitudes, Student Aspirations.

Two major areas evaluated were elementary schools and junior high schools. Tests and interviews were designed to analyze progress in aptitudes, achievement, and attitudes of the culturally deprived. On the elementary level there was no significant change in the aptitude of pupils from the third to sixth grade shown by group I. Q. scores. Reading achievement was no higher for

Higher Horizons pupils than non-Higher Horizons pupils, whereas arithmetic levels were better for the Higher Horizon pupils. There was no significant difference in school attitude or self-image concepts, while attendance and non-truancy rates were better among the Horizon group. The staff evaluation rated the program positively. The conclusions for junior high schools were generally the same as for the elementary schools. The problems, procedures, and conclusions were treated in extensive detail. Tests used in the evaluation accompany the text.

79. ED 001 791
Progressive Choice Programming for Delinquenogenic Communities: A Proposal for Research. Washington, D. C.: The Institute of Educational Research, Inc.
EDRS Price MF-$0.25 HC-$0.80

Descriptors: Juvenile Delinquency, Reading Programs, School Dropouts, Elementary Children, Unemployables, Research Opportunities.

The two major target populations for these programs are children entering school in first or second grade who are in delinquenogenic neighborhoods and adolescent dropouts who attend special Youth Counseling Centers where skills can be taught. The program should develop reading skills and enrich vocabulary providing a basis for accelerated educational progress and orienting students to prevent or reduce delinquency. The following are characteristic of delinquents: rejection of community values, lack of sustained life planning, lack of method of obtaining status, feelings of injustice, and a distinct vocabulary. The effectiveness of any training program must be evaluated by the subsequent behavior of the trainees. There should be a reduction of delinquent acts. Participants should be more employable. The programs must be economical and readily available, requiring less skills, equipment, and housing than alternative methods of training. Learners will progress according to personal proficiency, ability to organize, and ability to plan. The development of status is dependent upon the individual's willingness to invest his time and energy. The Progressive Choice Reading Program involves short units of programed material which require a response to the text and which feed back the adequacy and relevancy of the learner's response. Post-reading skills, basic science, and basic math follow the basic reading program.

80. ED 001 795
Curriculum Guide for the Work-Study Program: Grade Nine. Kansas City, Mo.: Kansas City Public Schools. Pub Date: Aug 1962
EDRS Price MF-$0.50 HC-$4.48 110P.

Descriptors: Adapted Curriculum, Low Achievers, Work Study, Basic Skills, Student Attitudes, Learning Activities, Potential Dropout, Secondary Schools, Guidance.

The curriculum base should relate to the regular curriculum and to the pupil's ability, to the end that he may not be set apart from his peer group in the junior or senior high school setting. Such a guidance-centered approach has several general objectives. It should help the boys achieve self-understanding through realistic values and goals. Basic skills in language, reading, and writing are emphasized. Students should develop good habits and attitudes. The courses should allow each boy to explore the cultural and occupational opportunities available to him. The effective teacher knows his pupils very well. Many are sensitive about their inability to read and about criticism. Some are loud while others are unusually quiet. It is important for the curriculum to appear practical in nature. Very little can be expected in written work. Reading should begin at the pupil's reading level. The teacher should seek continuously to build vocabulary. The units are designed to help students learn through their experiences. Each unit is outlined according to content and suggested learning activities. Units have titles such as "A Real Guy Understands Himself and Others." "A Guy Never Gets Ahead in Reverse," "Put It in Writing," and "Be Your Own Life-Builder." A list of teacher references accompanies the text.

81. ED 001 802
Development of Reading Materials and Reading Skills in Target Area Elementary Schools.
Minneapolis, Minn.: Minneapolis Public Schools and Youth Development Project of the Community Health and Welfare Council.
Pub Date: Apr 1964

EDRS Price MF-$0.25 HC-$0.44 8P.

Descriptors: Culturally Deprived, Potential Dropouts, Reading Skills, Secondary Schools, Curriculum Development, Team Teaching, Integrated Subjects, Student Retention.

Programs and materials will be developed, for junior high school students chosen as potential dropouts, to focus attention on specific needs. The classes will be taught in a non-school setting by a team of teachers of industrial arts, home economics, science, math, communications, reading, and fine arts. The teachers will combine these areas into programs built around the general theme of household maintenance and associated work roles. Some probable content areas are food purchasing and preparation, floor covering, door and window maintenance, furniture maintenance, and music appreciation. The counselor and the school social worker

will direct public relations and parent cooperation. A curriculum committee composed of teaching team members, the principal, neighborhood agency personnel, and neighborhood residents will assist in developing and evaluating curriculum materials.

82. ED 001 804
Experimental Material: Reading Section, Part 1, Vocabulary Skills, Reading Comprehension, Critical and Interpretive Reading.
Albany, N. Y.: The State Education Department.
Pub Date: 1964
EDRS Price MF-$0.50 HC-$4.44 107P.

Descriptors: Experimental Curriculum, Vocabulary, Reading Comprehension, Language Arts.

The program of instruction in English consists of a number of vertical strands running from kindergarten through grade 12 and beyond. The reading strand is prepared on the sequential development of skills. Five units--work attack skills, vocabulary, acquisition skills, comprehension skills, and critical and interpretive reading--are developed with illustrative learning activities in grade units, kindergarten through grade 3, grades 4 through 6, grades 7 through 9 and grades 10 through 12. The separation of units is for convenience only. The units should not be presented as separate learning experiences.

83. ED 001 821
Reading Guide.
San Francisco, Calif.: San Francisco Unified School District.
Pub Date: 1964
EDRS Price MF-$0.75 HC-$6.52 151P.

Descriptors: Reading Terms, Social Development, Reading Difficulties, Remedial Reading, Student Needs, Developmental Reading, Recreational Reading, Functional Reading, Reading Materials, Secondary Schools, Reading Processes.

The sequential development of reading abilities is presented with a listing of the specific skills comprising each ability at each grade level from grade 6, or below, through grade 12. The sequential presentation was developed for the secondary teacher, who continues the reading program begun in earlier grades. Reading progress should extend into every study area, with each teacher responsible for the reading program in his particular field. In a balanced program, the student does three interrelated types of reading--developmental, functional, and recreational. A glossary of reading terms, designed to provide insight into the reading process, is included.

84. ED 001 851
Tentative Curriculum Guide for a Retarded Learner Program: Mathematics.
Grossmont, Calif.: Grossmont Union High School District.
EDRS Price MF-$0.50 HC-$3.00 77P

Descriptors: Slow Learner, Mathematics, Classroom Units, Teaching Aids, Measurement, Whole Numbers, Fractions, Geometry, Teaching Guide, Characteristics.

In teaching the slow learner, little use should be made of reading and book study. These pupils have trouble in defining, distinguishing, analyzing, and memorizing, and are low in achievement, dominance, imagination, and curiosity. Their activities should be simple, with emphasis on the constructional and manual. Class routine should be strict and work presented in practical situations. Curricular content of mathematics should be related to the role the slow learner will soon play as an adult consumer. Items to be included are budget planning, installment buying, simple machines, electricity, and vocational trades. A typical suggested course outline for ninth graders is given. Texts and helpful visual aids and procedures are suggested. Individual supervision is useful and drill problems and the contract system of weekly assignments can be used. The units, objectives, and vocabulary of the Retarded Learner (RL) program to be adopted are given. The specific teaching guide for this program lists the activities to be undertaken, the teacher's role in each, and the reason each is included. The appendix contains a list of available films and other teaching aids, and sample drills and tests.

85. ED 001 853
A Reading Guide for Junior High Teachers.
By: Mills, James D.
Hough Community Project. Cleveland, Ohio: Cleveland Public Schools.
EDRS Price MF-$0.25 HC-$1.24 29P.

Descriptors: Teacher's Guide, Teaching Techniques, Junior High School, Reading Skills, Word Attack Skills, Vocabulary Skills, Comprehension Skills, Rate of Reading, Phonetic Analysis, Structural Analysis, Factual Reading, Interpretive Reading.

A manual designed to assist teachers in their efforts to improve the reading skills of their students is presented. It is based on the assumption that reading can and should be taught as an integral part of the instruction in all subject areas. The student should learn to differentiate between factual reading, imaginative reading, interpretative reading, and entertaining reading. The material presented is applicable to various subject areas and provides actual procedures which may be used in the classroom.

86. ED 001 854
Tentative Curriculum Guide for a Retarded Learner Program: English.
Grossmont, Calif.: Grossmont Union High School District.
EDRS Price MF-$0.50 HC-$4.48 109P.

Descriptors: Slow Learner, Unit Topics, Study Habits, Writing, Spelling, Reading, Oral Presentations, Class Procedures, Learning Characteristics, Identification, English.

A curriculum guide for the slow learner is presented. Areas of concentration are: identification and understanding of the characteristics of the slow learner; discovery and development of available materials and suitable methods; development of possible classroom units and evaluation procedures for the RL program. In teaching the slow learner, little use should be made of reading and book study. These pupils have trouble in defining, distinguishing, analyzing and memorizing; are low in achievement, dominance, imagination, and curiosity; and cannot be pressured. They should be taught with pictures, charts, and things they can handle. Emphasis should be placed on reading modern literature and magazines related to student interest and needs. Current events should be emphasized in social studies. A regular class procedure should be established, with activities of short duration. Units should lead to oral and/or written exercises. Suggested units are: orientation, reading and writing placement, writing form, study skills, use of the library, reference materials, building the sentence, spelling, the dictionary, choosing a vocation, applying for a job, the interview, use of the telephone, the simple business report. Second semester focuses on personal development; unit topics include attitudes, hobbies, personality development, community responsibilities, parent-student relationships, prejudice, and the establishment of a home. Extensive instructions are given for the teaching of writing, spelling, reading, oral presentation, study skills, and orientation units. An inexpensive method of utilizing teacher-created programed materials is proposed.

87. ED 001 900
Index and Short Description of All Tests.
New York, N. Y.: New York Medical College, Flower and Fifth Avenue Hospital, Department of Psychiatry. Pub Date: Nov 1960
EDRS Price MF-$0.25 HC-$1.68 37P.

Descriptors: Description of Tests, Verbal Tests, Social Classification, Behavioral Evaluation, Perceptual Tests, Cognitive Tests, Dominance-Laterality, Socio-Economic Status, Auditory-visual Tests, Reading Tests, Tests and Measurements, Standardized Tests.

The Institute's test battery is intended to assess the child's achievement in cognitive style, perceptual ability, language development, and reading achievement. The two major phases in the Institute's research program are exploration of early environmental factors and their relation to various cognitive, perceptual, achievement, and motivational factors, and the development of school remedial, reading, and enrichment programs. The index classifies each test, gives stages of development, and a short identifying description. A list of specific standard tests available for use follows. A short description of tests gives the purpose and method for each type. The tests are organized under seven categories; (1) Social Classification and Behavioral Evaluation. This section includes appraisal scales to measure behavior which may affect scores in test and interview measures used to establish socio-economic level. (2) The Verbal tests obtain samples of children's speech, and relate verbal behavior to perceptual, cognitive, and cultural factors. (3) Perceptual tests are used to assess sensori-motor relationships, and to investigate factors potentially underlying success in learning to read. (4) Cognitive tests assess factors which will be related to school achievement, intelligence, and non-verbal intellectual performance. (5) Dominance laterality tests investigate factors implicated in the literature on reading and speech disabilities. (6) Auditory-visual tests are concerned with modality preference and modality efficiency, and it is anticipated that they will be related to adequacy of reading, and to the type of enrichment program best for the individual child. (7) Reading, achievement, diagnostic and prognostic tests, are designed to show the child's abilities, including his general reading level as well as specific skills important in maintaining that level.

88. ED 001 917
Research Design and the Teaching of English.
By: Russell, David H., et al.
Washington, D. C.: Department of Health, Education, and Welfare, Office of Education, Cooperative Research Program.
Pub Date: 1964

EDRS Price MF-$0.75 HC-$6.44 151P.

Descriptors, Research Design, English, Language, Literature, Composition, Reading, Language Arts, Teaching Techniques.

Purposes were: to explore ideas for research, in English, that had emerged at previous conferences; to examine methods of research in literacy scholarship and linguistic science; to consult with experts in research design; and to test the hypothesis that experts in literature, language, psychology, and education can work together effectively to improve knowledge about teaching English. Two measures were proposed by the conference planners.

The first measure was to invite representatives of related disciplines to prepare papers for presentation at the general sessions. The presentations concerned research methods of literacy scholarship, research methods of the linguist, problems and possibilities of research in teaching composition, and research designs for teaching reading in elementary schools and literature in secondary schools. The second measure was the use of study groups composed of research consultants, teaching specialists, and literature scholars.

89. ED 001 920
High School Television Series Seminar--1963: English, Junior Year, Second Semester.
Chicago, Ill.: Chicago Public Schools. Pub Date: Feb 1963
EDRS Price MF-$0.75 HC-$5.00 97P.

Descriptors: Language Arts, Secondary Education, Visual Aids, Educational Television, English Literature, Poetry, American Literature.

Ninety telecast outlines are included. The class was broadcasted five mornings a week for 18 weeks. The telecast began with the Romantic period, including Robert Burns, Robert Louis Stevenson, the Lake Poets, Sir Walter Scott, Lamb, Hazlitt, Lord Byron, P. B. Shelley, John Keats, and Jane Austen. Lessons on grammar, spelling, and the first composition assignment were interspersed. The Victorian period, next considered, included the Brownings, Arnold, Charles Dickens, the Pagan Poets, the Brontes, George Eliot, Gilbert and Carrol, Thomas Hardy, and Rudyard Kipling. Interspersed were three composition lessons and one each on parliamentary procedure and business letters. The modern period considered drama, the novel, the short story, the essay, the Irish Renaissance and modern poetry. One additional composition was given, and another lesson was devoted to speech construction. Reading improvement suggestions and a review concluded the course. A list of grammar and literature texts was appended.

90. ED 002 072
Racial Imbalance in the Rochester Public Schools: Report to the Commissioner of Education.
Rochester, N. Y.: Rochester Public Schools. Pub Date: Sep 1963
EDRS Price MF-$0.50 HC-$2.32 51P.

Descriptors: Racial Imbalance, Experimentation, Teacher Housing, Instructional Materials, School Responsibility, Teacher Responsibility, De Facto Segregation, Educational Quality, Comparative Analyses, School Organization, Reading Skills, Rochester, New York, Rochester Public Schools.

A comparative study of schools with the highest percentage of nonwhites was conducted to determine if the quality of education in racially imbalanced schools was equal to the quality of education in other city schools. It was found that the city was making a determined effort to provide a high quality of education to the imbalanced schools by the reduction of class size, appointment of experienced teachers, inservice education, a building program to provide additional facilities in these areas, the use of transportable school units, and allocation of supplies and special services on a mathematical basis. In addition, the city has prepared a major research proposal which seeks to determine the most effective means of educating culturally disadvantaged children to develop new instructional solutions to provide adequately for their education. A program has been devised to weave Negro culture and history into the curriculum. Modified first grades have been initiated for those pupils who might require two years to succeed in the first grade. Special attention has been given to reading. New readers designed for potential dropouts, slow learners, and reluctant and retarded readers have been developed. Techniques under consideration to achieve racial balance are the redrawing of district boundary lines, the use of various open enrollment plans, the consideration of racial balance as a factor in selecting new school sites, and the implementation of a junior high school plan of organization.

91. ED 002 076
Cliffs to Climb.
Rochester, N. Y.: Rochester Public Schools Pub Date: 1963
EDRS Price MF-$0.25 HC-$0.92 20P.

Descriptors: Community Projects, Teacher Training, Inservice Training, Reading Programs, De Facto Segregation, Interpersonal Relations, Discriminatory Attitudes, Pre-school Programs, Positive Curriculum, Teacher Recruitment, Negro Teachers, Human Relations, Citywide, Comprehensive Programs, Public Schools.

The survey lists Rochester school and community programs designed to eliminate the problems and causes of de facto segregation. Included are preschool programs to develop interracial attitudes; Negro teacher recruitment, and the upgrading of housing conditions commensurate with economic, educational, and cultural levels; programs and curriculum developed to build pupil pride in Negro culture and history; summer programs to upgrade children's interest in reading; programs to encourage acceptance of others and good interpersonal relationships (e.g., school-to-school, pupil-to-pupil, and parent-to-pupil experiences); inservice courses for teachers (in dynamics of community change, dealing with the culturally different child, and other related courses); a teacher training plan at Queens College called "Building Resources for

Instruction of Disadvantaged Groups in Education"; discussion of two proposed plans for equalizing racial imbalance--the open enrollment and the Princeton Plan; and a treatment of the problems of pupil transportation based on local conditions and past experience in other New York areas. Community attitudes are also discussed.

92. ED 002 080
Books for Friendship.
New York, N. Y.: Anti-Defamation League of B'Nai B'Rith.
Pub Date: 1962
EDRS Price MF-$0.50 HC-$2.56 63P.

Descriptors: Children's Books, Culturally Different, Racially Different, Religously Different, Folklore Books, International Books, Children's Friendship, Minority Groups, Interpersonal Relations.

A bibliography geared to help children gain insights into the loyalties of children from other cultural, racial, religious, national, and ethnic backgrounds is presented. An effort was made to select books which meet the following standards: rank high in literary quality; appeal to children; stress likenesses between children; present differences, recount the history, folklore, and customs of various cultures; depict accurately and sympathetically people of many different groups; portray the lives of dedicated men and women regardless of race, religion, or nationality; highlight peaceful ways of settling disputes; and incorporate sound ethical values without moralizing. Books listed in the bibliography are grouped under the following headings: neighbors at home; neighbors abroad; brother all; heroes of peace and service; doorways to the past; folklore, fairy tales, legends, and stories; songs, games, and foods around the world; holidays and holy days; and the world's children at worship. Within the separate groups, books are graded as stories for young children (ages 6-8), middle years (ages 8-11 or 12), and older boys and girls (ages 11 or 12-14 or 15).

93. ED 002 089
Planning for the Language Development of Disadvantaged Children and Youth.
By: Newton, Eunice S.
The Journal of Negro Education, 34 (Spring 1965).
EDRS Price MF-$0.25 HC-$0.56 167-177P.

Descriptors: Culturally Disadvantaged, Language Development, Oral Skills, Reading Skills, Teacher Attitudes, Teaching Technique, Peer Teaching.

The verbal environment of the first years of life is curcial in the language development of the individual. There is a close interrelatedness among language arts. Speaking, writing, listening, and reading perform reciprocal functions in the communicative cycle. Therefore, there is a need to reinforce language arts in all grades and in all subjects. The crux of the disadvantaged youth's problems is his verbal ineptness resulting from little verbal encouragement in the home. Language programs for these children should begin in nursery school and continue systematically throughout the school years. Special emphasis should be placed on reading with experiencing as a basic activity. Many and varied audio-visual materials should be utilized. The teacher should serve as an example and seek to involve the students in the teaching-learning process. Use should be made of programed learning machines and programed materials, textbooks geared to disadvantaged children's experiences, and peer teaching.

94. ED 002 112
Syracuse Action for Youth
Syracuse, N. Y.: Mayor's Commission for Youth, Inc.
Pub Date: 1964

EDRS Price MF-$0.50 HC-$3.00 62P.

Descriptors: Environmental Barrier Breakdown, Curriculum Changes, Exploratory Work Programs, On-the-Job Training, Neighborhood Improvement, Program Evaluation, Juvenile Delinquency, Syracuse Action for Youth.

A proposal was made to prevent and control juvenile delinquency by opening opportunities and developing competence among disadvantaged youth. The total community was mobilized to develop a program to attack the problem at all levels; they worked for 18 months to plan a series of creative action programs in education, employment, and community services. The programs were designed to build on inherent strengths and talents of young people from low-income areas, to enable them to break down the environmental barriers, and to give them the skills to develop into responsible, self-reliant, and competent adults. An educational program, including corrective reading, guidance, curriculum innovation, use of new materials, and emphasis on vocational education, was evolved. It was designed to strengthen the school's part in the lives of the youngsters. An employment program, the Youth Job Center, was outlined to consist of exploratory work programs and on-the-job training. A Neighborhood Help Center was designed to seek out youngsters who would not be likely to appear in any formal setting. Group homes were to be established for young people who find it difficult or impossible to live in their own homes. A proposal was made to assist neighborhood residents

to set up their own neighborhood improvement groups. Through these groups, the adults of the area could identify their own community problems, develop solutions, and convey to the outer community their own interpretation of the problems. A plan has also been developed for evaluating the programs as they are put into action. Included in the report is a statement made by the mayor of Syracuse before the Education and Labor Committee of the House of Representatives in April 1964.

95. ED 002 157
Tenth-Grade English: An Instructional Guide.
Los Angeles, Calif.: Los Angeles City Schools.
Pub Date: 1963
EDRS Price MF-$0.50 HC-$4.64 118P.

Descriptors: Reading Skills, Language Usage, Literature Appreciation, Writing Skills, Individual Reading, Paragraph Development, Listening Skills, Speaking Skills, Tenth Grade, Secondary Schools, Secondary Education, Experimental Programs, Los Angeles City Schools.

Composition, literature, and language experiences, adaptable for students of all ability levels, are suggested. Teachers should determine the levels of their own students, reinforce their past achievements, and improve and continue these achievements. Unifying concepts for each unit, with the type of literature recommended to reinforce and illustrate the learnings, are: Perceiving Some of Life's Problems (short stories); Evaluating the Experience of Others (biographical material); Exploring Emotional Responses to Life (narrative poetry); Focusing on Characters in Conflict (plays); Identifying Forces That Mold Characters (novels and novelettes); Extending Imaginative Insight (lyric Poetry); Investigating the World of Thought (essays, articles, and editorials); and Gaining Perspective on Contemporary Life (mass media). Questions to guide reading, writing, and speaking suggestions to increase motivation; objectives to emphasize; and evaluation experiences are given for each unit. Plans are given for developing writing skills in topic sentences, paragraphs, and short themes. To guide individual reading, a program of library trips and oral experiences should be provided. A list of useful books and articles on aspects of the individual reading program is included. Panel discussions, single paragraph book reports, and sharing periods are useful in evaluation of the individual reading program.

96. ED 002 164
Reading in the Subject Areas: Grades 7-8-9.
Curriculum Bulletin. 1963-1964 Series, New York, N. Y.:
New York City Public Schools. Vol. 6, 1964.
EDRS Price MF-$0.75 HC-$5.20 126P.

Descriptors: Reading Skills, Language Arts, Study Guides, Junior High School, Vocabulary Building, Instructional Programs.

Language arts teachers endeavor to lay a general foundation in reading as a part of the communication program. Each subject area, however, has particular reading problems which must be faced by the teacher in developing an instructional program. Suggestions are offered to junior high school teachers for improving instruction by giving specific attention to reading problems peculiar to each of the subject fields. Attention is given to reading skills, lessons, and additional narrative information in social studies, science, mathematics, industrial arts, and language arts. These are devised to assist the subject specialist in giving instruction in those reading skills basic to mastery of the content of the subject. The lessons in each subject area are intended for students reading at or about grade level. Each skill lesson in the body of the manual begins with a "problem" approach. For example, if a teacher recognizes that students cannot extract meaning from given printed materials because the vocabulary is too difficult, then instruction is given in the use of contextual clues to determine word meaning. As indicated in each lesson, the stated "problem" is the only approach of motivation to the lesson. After the problem is identified, direct instruction in the skill is given. Each lesson plan is divided into two columns. Column I describes the procedures necessary for giving instruction in a specific reading skill. Column II gives detailed examples that illustrate the development of the procedures. The language arts reading lessons in the appendix are intended for instructing the functional non-reader.

97. ED 002 165
United States History for the Secondary School.
Chicago, Ill.: Chicago Public Schools. Pub Date: 1962
EDRS Price MF-$0.75 HC-$6.64 155P.

Descriptors: Curriculum Guides, Illinois History, Student Interest, Secondary Education, Bibliographies, Audiovisual Aids, United States History, Teaching Approaches.

A curriculum guide for history and government at the eleventh grade level is presented. Special provision is made for the study of American documents, including the Declaration of Independence, the Constitution of the United States, the Constitution of the State of Illinois, and the Code of the Flag. The curriculum consists of eleven units beginning

with the "European Background and the Colonial Experience" and ending with President Kennedy's Inaugural Address in the unit called "The United States in the World Today." Each unit consists of four integrated approaches to teaching the subject matter. "Outline of Content" and "Understandings, Attitudes, Appreciations, and Skills" provide the basic structure, points of emphasis, goals, concepts, and direction of the unit. Also within each unit are "Suggested Learning Experiences" which are designed for all students, the degree of difficulty of material depending upon the student's ability and interest. Some learning experiences are particularly suited to students of high ability and are so designated. The last part of each unit is a bibliography, differentiated so that the student whose reading achievement is very low may have materials available to read at his appropriate level. Reading experiences for all are varied and involve such activities as evaluation, judgment, imagination, and problem-solution. Sections on audiovisual aids are also included in the bibliography.

98. ED 002 180
Basic English in the Secondary School.
Chicago, Ill.: Chicago Public Schools. Pub Date: 1962
EDRS Price MF-$1.00 HC-$7.80 235P.

Descriptors: Word Lists, Remedial Teaching, Vocabulary Building, Slow Learners, Teaching Guides, Language Arts, Secondary Education, Reading Program, Secondary Schools, Curriculum Guides.

The course has been developed to provide remedial assistance for the high school student who is seriously handicapped in the language arts. Based on the workshop pattern, the program, offered in the freshman year, is the equivalent of a two-year course. It is recommended that the student be programed for two periods of English, with reading skills to be stressed in one class period, and writing and speaking skills to be stressed in the other. The material is divided into two parts, one containing resource units on the course content, and the second presenting several appendices including teaching units. The resource units on the course content serve as a source of general information for the teacher. General guidelines are provided to aid the teacher in approaching the fundamental content of the course regardless of the available textbooks and other resources. Instruction in reading, writing, speaking, and listening should be closely correlated throughout each section of the course. In part one, an overview of each aspect of the program precedes the total presentation. Part one is organized by goal, content, procedure, and activities. The appendices in the second part include Dolch's Word List, the manuscript form of writing, proofreading symbols, and sample teaching units.

99. ED 002 255
Teaching Honors English 3A-3B, and U.S. History AB: A Pilot Project.
Pasadena, Calif.: Pasadena Unified School District.
Pub Date: 1963

EDRS Price MF-$0.50 HC-$3.56 94P.

Descriptors: Enrichment (Vertical/Horizontal), Individualized Instruction, Motivation, Communication, Independent Study, Research Skills, Reading, History, English, Secondary Education, Elementary Grade.

An attempt to enrich the curriculum, to individualize instruction, and to increase motivation is presented. Both vertical and horizontal types of enrichment are applied. Teachers of English and U.S. history should stress concepts, meanings, and relationships. They should also introduce more independent study and help students communicate intelligently and effectively in writing what they have learned. The Honors English Program 3A-3B should stress extensive and intensive reading, effective speech, and investigation and research skills. Unusually high standards of accomplishment should be maintained. The Honors History Program AB should stress a knowledge of major documents, a familiarity with the essay examination, an ability to use and interpret maps, and a facility for note taking. Also important are an ability to deal with limited topics in a research paper, a habit of independent reading, and a compunction for citing sources and giving credit. The detailed lesson plans included general skills, major assignments, and major concepts. A list of audiovisual aids and bibliography for teachers and students are also given.

100. ED 002 256
What Is Programed Instruction? An Introduction for the Layman.
By: Schramm, Wilbur
Stanford, Calif.: Stanford University, Institute for Communication Research
Pub Date: 1964
EDRS Price MF-$0.25 HC-$1.12 25P.

Descriptors: Programed Instruction, Program Competence, Demonstration Program, Foreign Countries, Bibliography, Program Construction, Teaching Machines, Effectiveness, Availability.

Programed instruction, as the modern answer to the old-fashioned tutor, is discussed. A program that is printed, photographed, or fed into a computer can be used to substitute for a tutor. Steps in constructing and testing a program are explained. The programer should know what he wants the student to learn; this necessitates a fresh look at curriculum and course content. The process requires detailed planning and repeated testing on individual students to determine if the program is functioning as a tutor would. The tutor can get immediate feedback on student

needs. Subjects most suitable for programing are those in which ambiguity is low and where objectives are specific and behavioral. Programed instruction is effective for teaching the nonreader and for teaching foreign languages, mathematics, and skills. It is a solution to the teacher shortage, particularly in developing countries. A partially annotated bibliography is included.

101. ED 002 290
Teaching the Culturally Different.
By: McCreary, Eugene
Integrated Education, 1 (Feb. 1965).
EDRS Price MF-$0.25 HC-$0.44 38-46P.

Descriptors: Disadvantaged Youth, Special Education, Teaching Methods, Compensatory Education, Secondary Education, Personality Factors, Cultural Factors, Students, Motivation, Evaluation, Measurement, Language Arts, Reading, Speech, Writing, Learning, Integration, Teaching Aids, Culturally Deprived.

Teaching practices used successfully at the secondary level with culturally deprived children are presented. Students should be provided with opportunities that allow for participation, achievement, and success. This can be done by diversifying learning experiences so that students of all interests can do things they like and can do well, by diversifying evaluation devices, by providing for maximum participation of students in school operations, and by publicizing all kinds of student life and interests. Marking policies should minimize the feeling of rejection caused by some grading practices. Reading and language skills should be developed by providing periodical exercises and class activities. Library usage, research techniques, and oral and written language usage should also be provided. The work should be suited to the abilities, skills, and resources of the students. The learning should be made relevant to the life experiences, circumstances, needs, and aspirations of the students. The learning experiences should be kept realistic, immediate, and vivid. This can be done by providing models of work after which students could pattern their own performance; using varied audiovisual devices; illustrating abstractions with anecdotes; using books dealing with real people in real situations; and having guest lecturers, field trips, demonstrations, and experiments. Integration and intercultural respect should be promoted.

102. ED 002 352
Programs for Children with Special Educational Needs.
Report No. 1. Salem, Oreg.: State Department of Education, The Division of Education Development. Pub Date: 1965
EDRS Price MF-$0.25 HC-$1.04 23P.

Descriptors: Disadvantaged Youth, Teacher Education, Mental Retardation, Remedial Programs, Special Education, Migrant Workers, Slow Learners, Government, Legislation, Talent, Handicapped, Adjustment, Dropouts, Counseling, Finances.

In the past the economy contained employment opportunity for those whose needs were not met by the school, but todav new tools and techniques of production are eliminating this choice. Special programs suggested have two main areas of concern, preventive programs which recognize special needs in advance and provide necessary assistance so that children can become productive citizens, and remedial programs of a corrective nature for children who did not receive the necessary preventive services or did not profit from them. Five broad categories of specialized programs are defined; the needs in programing and personnel are discussed where relevant; past and future legislation, either State or Federal, is considered. Areas are: special education, which covers children who are mentally, physically, or emotionally unable to profit from the regular school program, and gifted children in the top three to five percent of the school population; programs for the educationally disadvantaged; programs for the children of migrant farm workers; remedial programs, particularly in reading; and programs for slow learners, reluctant learners, and dropouts. Twenty-four recommendations are advanced to facilitate expansion and proper operation. Local effort is needed in addition to State and Federal participation. Communication and coordination with other community agencies should be increased and school social workers should be available to maintain liaison. Experimentation is needed to determine the potential of approaches which involve working with or substituting for parents. Mental health programs should be expanded, Pilot schools should be established, and State and local funds should be allocated to provide teacher training for those who work with educationally disadvantaged children. Counselor service should be expanded.

103. ED 002 363
P.S. 138K--A More Effective School: Reflections and Perspectives a Half Year Afterward.
By: Stein, Rudolph
New York, N. Y.: Teachers College, Columbia University
Pub Date: Jul 1965
EDRS Price MF-$0.25 HC-$0.28 4P.

Descriptors: Pilot Programs, Team Teaching, Counseling, Class Size, Elementary Education, Preschool Education, Adjustment, Teachers, Special Education, Audiovisual Aids, Faculty, Supervision, Compensatory Education, Disadvantaged Youth, Administration.

An Explanation of the More Effective Schools Program of 1964-65, the personnel and techniques used, and the problems encountered is presented. The project provides compensatory education for disadvantaged children by offering guidance and psychological services, subject and reading specialists, small classes, early childhood education, cultural experiences, and adequate materials and equipment. Classes are limited to 15 children in nursery and kindergarten groups, and to 22 in higher grades. A team of four teachers is responsible for every three classes. Special teachers of art, science, speech, corrective reading, library, English language arts, music, and audiovisual aids are provided for each school, as well as three guidance counselors, one psychologist, and two social workers. An administrative assistant and assistant principals are assigned to each school. A community relations coordinator and social workers visit homes and work with parents. Efforts are being made to integrate the schools. One problem encountered involves discipline factors inherent in moving groups of children through the halls. A solution is sought by moving the classes in a cluster to reduce hall traffic. Another potential problem stems from the nature of the class changes; teachers are unfamiliar with sharing the responsibility for a child's education.

104. ED 002 389
The Reading Eye and Eye Movement Photography.
Huntington, N. Y.: Educational Developmental Laboratories, Inc.
Pub Date: Dec 1962

EDRS Price MF-$0.25 HC-$0.24 4P.

Descriptors: Eye-Movement, Photography, Eye Regressions, Eye Fixations, Re-reading, Reading Skills, Reading Comprehension, Measurement Aids, Instructional Technology, Reading.

Eye-movement photography provides the teacher of reading, the reading diagnostician, and the vision specialist with an objective and practical means for measuring the way a person has learned to use his eyes in reading with any functional or interpretive difficulties in effect. Eye movements are neither the cause nor the effect of poor reading; however, since they are involuntary in nature, they reveal much valuable information about the overall efficiency and organization of the reader, reflecting the skills, abilities, and habits he has formed over the years. Eye movements are the end products of the reader's functional, perceptual, and organizational development. Information from reading graphs, combined with standardized test scores, provides more complete insight into the reader's development. The teacher of reading uses a reading graph: as a direct measure of the development of such functional skills as coordination, mobility, and directional attack; and as a measure of overall efficiency in reading. The graph also provides a reliable

measurement of the improvement and growth in reading as the student improves functionally, acquires more efficient reading attack skills, grows in his ability to pay attention, perceives more accurately, organizes his ideas in a more sequential manner, improves in his vocabulary, and enlarges the fund of information through which he interprets. Graphs are employed to measure: fixations, the number of stops the eye makes in reading a line of print; regressions, any reverse eye movements; spans of recognition, the words or parts of words perceived at each eye stop; re-readings, returning to a previously read sentence, paragraph, or page; durations of fixations, average length of time the leader stops his eyes while perceiving and assimilating the material; and comprehension of what was read.

105. ED 002 399
Programs for Individual Differences in the Flint Community Schools.
Flint, Mich.: Flint Public Schools.
EDRS Price MF-$0.25 HC-$1.00 22P.

Descriptors: Advanced Placement Program, Upgraded Elementary Program, Work Experience Program, Mentally Handicapped, Physically Handicapped, Low Achiever Program, Home Management, Reading Achievement, Individual Differences, Occupational Training, Guidance Services, Drama Workshops, Gifted Children, Reading Clinic, Art Programs, Music Programs.

A comprehensive approach to the education of all youngsters according to their needs is a unique feature of the Flint Community Schools' instructional program. Four different plans comprise a special organizational structure for all grade levels. The first three grades are involved in the Primary Cycle which replaces the traditional first, second, and third grades with groups, arranged by reading ability, which proceed through 10 levels of reading at their own speed. Grades four, five, and six are affected by the Intermediate Cycle in which children are grouped for both reading and arithmetic. Arithmetic is taught as a special subject and all language arts are treated as homeroom subjects. The third plan is the Common Learnings program at the junior high school level, involving block learning where two or more subjects are taught during the same class period. Finally, the House Plan is an administrative program in which junior and senior high school students are grouped into "houses," each with its own staff of teachers. Within the organizational plans are special instructional programs. Programs for the talented child are offered at all levels with science and mathematics classes for elementary pupils and special humanities and science intensive courses on the secondary level. Talented art, music, and drama students may participate in special workshops and classes.

The low achiever is also offered special programs and a reading clinic is available for remedial instruction. Other special programs include a work experience program, cooperative occupational training, mentally and physically handicapped classes, and management training for girls.

106. ED 002 461
Methods and Materials for Educationally Disadvantaged Youth.
By: Goldberg, Miriam L.
New York, N. Y.: Teachers College, Columbia University, Urban Education Project in the Horace Mann-Lincoln Institute
Pub Date: Oct 1964

EDRS Price MF-$0.25 HC-$1.76 43P.

Descriptors: Disadvantaged Youth, Cultural Factors, Teaching Methods, Reading, Special Education, Programed Learning, Field Trips, Individual Instruction, Compensatory Education, Teaching Aids, Family, Environment, Audiovisual Aids, Curriculum.

Procedures to help the teacher of disadvantaged children reconstitute the models of learners and classrooms to which she is accustomed are presented. These procedures also help to eliminate the educational retardation of disadvantaged children. Seven procedures were discussed. "Contact with the cultural mainstream." On the assumption that school experiences would lack meaning if not tied in with the cultural mainstream, schools focused on compensatory cultural experiences through visits and field trips. The evidence does not support carryover from cultural exposure to improved academic achievement. "Motivational approaches." Examples are given of massive community action, attempts to reach students through their existing strengths rather than emphasizing a single right answer, and the use of materials which derive from and deal with the real life of the learners. "Compensating for cognitive deficiencies." Learning environments are created that compensate for the child's restricted environment. "Language development." "Enhancing the self-concept." Schools should explore channels through which disadvantaged children can learn to appreciate themselves. "Reading." Several new approaches described are the Frostig Program, the Accelerated Progressive Choice Reading Method, the Structural Reading Series, and the Initial Teaching Alphabet. "Individual instruction that will accommodate many ability levels in one classroom." A prepared environment would be created for each grade level and for each subject area. Pupils could use their own pace-graded, self-teaching materials that cover a wide range in both skill and content levels.

107. ED 002 462
Reading Improvement in the Detroit Great Cities Project Schools.
By: Rasschaert, William M., and McNeil, Shirley A.
Detroit, Mich.: Detroit Public Schools, Great Cities School Improvement Program. Pub Date: Apr 1963
EDRS Price MF-$0.25 HC-$0.92 21P.

Descriptors: Inservice Training, Special Materials, Developmental Reading, Reading Enjoyment, Summer Schools, Classes, Library Services, Reading Consultant, Reading Improvement, After School Activities.

School activities which describe specific steps and procedures aimed at improving reading achievement of pupils in the seven Detroit Great Cities Project experimental schools are presented. Each pupil should be helped to form a better self-image so that his motivation and self-direction can be improved. Also, the child should be encouraged to read for pleasure. The approach of bibliotherapy can be used, in which the message of the materials reinforces positive attitudes toward reading and self. At one junior high school the coaching teacher conducts developmental reading classes in all seventh grade homerooms. Regular teachers are present to learn the techniques. More in-service training should be conducted since few junior high school teachers have had reading courses. In the other junior high school the assistance of the reading consultant has been sought, and all materials are being evaluated for their use in developing reading. A reading club has been organized, classroom libraries are being enlarged and pocket books will be sold. Programs in the four elementary schools include a phonics survey to discover specific weaknesses in reading skills, after school and summer activities, in-service training and workshops with the assistance of the reading consultant, development and use of new materials, enrichment experiences, and improved library activities. The high school has developed an experimental program for college preparatory sophomores, and a communication skills course for general curriculum students. Tests will be administered to determine reading level, on the basis of which students will be assigned to special classes. Paperback classroom libraries have stimulated interest in reading.

108. ED 002 470
An Answer to Dropouts: The Nongraded High School.
By: Brown, B. Frank
Atlantic Monthly, (Nov. 1964).
EDRS Price MF-$0.25 HC-$0.32 86-90P.

Descriptors: Nongraded System, Secondary Education, Student, Achievement, Faculty, Independent Study, Remedial Education, Teachers, Laboratories, Responsibilities, Talent, Libraries.

Described is the reorganization of a Florida high school from a graded to a nongraded phased curriculum developed around students' achievement levels, rather than their chronological ages. Classroom work accompanying various achievement phases is described. Remedial work is emphasized in the first phase, basic skills in the second, average levels of course content in the third, the same material in the fourth but with coverage quality reaching a deeper level, and college level courses in the fifth, with students assuming complete responsibility for their education. An additional phase allows capable and interested students to do independent study and research in areas of special interest under the guidance of a faculty member. Philosophy underlying the phased curriculum provides for student learning according to individual capabilities, with abilities considered separately in relation to each subject. Students advance to a higher phase only when they are willing and ready. The effect of phasing on different areas of the curriculum is discussed. Training in reading is considered as much a high school as an elementary school concern. In the phased curriculum, intensive remedial work in daily reading laboratories increases proficiency. Students with poor mathematical backgrounds are scheduled for increased time in small classes. The new role of the teacher in the non-graded organization is explained. Teacher presentation of materials occupies only twenty percent of class time, with the remainder divided between small group discussions and individual projects sparked by teacher questions and suggestions

109. ED 002 479

Diagnosis and Treatment of Reading Difficulties in Puerto Rican and Negro Communities.

By: Cohen, S. Alan

New York, N. Y.: Mobilization for Youth, Inc.

Pub Date: Dec 1964

EDRS Price MF-$0.25 HC-$0.36 7P.

Descriptors: Disadvantaged Youth, Reading Difficulties, Puerto Ricans, Environment, Negroes, Remedial Programs, Measurement, Reading, Socially Disadvantaged, Elementary Education, Special Education, Compensatory Education.

Reading disabilities are divided into three categories: those caused by perceptual factors, those caused by psychosocial factors, and those caused by psychoeducational factors. Poor development of visual perception constitutes a disproportionate percentage of learning disability among Negroes and Puerto Ricans in central cities. Early childhood programs in visual perception development should be developed. The psychosocial environment of disadvantaged youngsters breeds lethargy and aggression. Such students lack the training that makes a middle-class child enjoy finishing a project and that builds up frustration

tolerance. They are easily defeated and, without middle-class models to emulate, their aspirations are low. School represents to them a value system that threatens them or that bores them with its detachment from their reality. Psychoeducational factors have become apparent through experimental testing of disadvantaged children. The reliability of standardized tests is low, but school reading ability can be measured with tests designed specifically for the disadvantaged population. Disadvantaged Negro and Puerto Rican children have trouble moving from the printed word to the heard or spoken word to the experience. They lack training in recognizing similarities and differences, structure and no structure, organization and disorganization. They lack concepts of time or chronology. They lack concepts for words, and when they are familiar with a concept, they lack the words that symbolize it. These children need to be taught what they have not learned to do; they need to be taught the alphabet, to hear sounds in words, and to associate sounds with phonograms. Teachers should present, sequentially and thoroughly, every fine, specific behavior necessary for children to be able to read.

110. ED 002 480
Session: Meeting the Challenge of the Culturally Deprived Pupil, Junior High School.
By: Gibbons, Marilyn
4th Work Conference on Curriculum and Teaching in Depressed Areas. New York, N. Y.: Teachers College, Columbia University.
Pub Date: Jul 1965

EDRS Price MF-$0.25 HC-$0.32 7P.

Descriptors: Tutoring, Adult Education, Reading, School-Community Relations, Disadvantaged Youth, Compensatory Education, Junior High School, Special Education, Summer Programs, Socially Disadvantaged, Characteristics, Remedial Education, Culturally Deprived.

The Homework Helper program involves approximately 250 academically superior high school students who are tutoring approximately 600 fourth and fifth grade retarded readers. The purposes are to provide models so that elementary school children can identify with successful students; to give the children help with basic skills; to encourage high school students to remain in school; and to motivate high school students toward greater academic achievement so that they too can become tutors. The Junior High School Reading Clinic program is oriented toward the pupil rather than toward the curriculum. Its aims are to motivate the children toward learning, to utilize materials of interest and of relevance to the children, and to teach the children the skills they need. In a summer program for retarded readers, six clinicians see 240 children, grouped in fours, twice weekly for seven weeks. Interest, enthusiam, and attend-

ance are high. The median reading gain in the seven weeks is .9 on a scale of -1.1 to +3.3. Along with the regular program of remedial reading service, two special projects have been tried out on a pilot study basis. One is a workshop in problem-solving techniques. The other, "Supplementary Teaching Assistance in Reading," invites the parents of children in the clinic to attend a series of lessons, demonstrations, and discussion periods focused on the reading instruction their children are receiving.

111. ED 002 482
Preliminary Report Conference on School Programs for Juvenile Delinquency Prevention and Control.
Juvenile Delinquency Unit, Washington, D. C.: U.S. Department of Health, Education, and Welfare, Office of Education.
Pub Date: Oct 1963
EDRS Price MF-$0.25 HC-$1.24 31P.

Descriptors: Juvenile Delinquency, Prevention, School Programs, Work-Education Programs, School-Community Relations, Cultural Enrichment, Inservice Education Programs, Remedial Education Programs, Preschool, Disadvantaged Youth, Curricular Modifications.

After preliminary comments by the Secretary of Health, Education, and Welfare and the Commissioner of Education, the first working session focused on two types of school improvement programs. Prevention was emphasized in all Detroit projects, such as pre-school, school-home involvement, reading instruction, curricular modification, cultural enrichment, and remedial programs, to correct environmental deficiencies of disadvantaged youth. The Higher Horizons program in New York placed special emphasis on raising the self-image of the pupil. The second working session focused on progress and the prospect of meeting problems of juvenile delinquency through remedial education programs, inservice teacher education, cultural enrichment programs, school-community relations, and work-education programs. In the fourth session, educational innovations and pilot action programs were presented including demonstration projects from New York's Mobilization for Youth, Cleveland's Community Action for Youth, and New Haven's Community Progress, Inc. The fifth session had as its subject "Delinquency Project Education Action Programs" and "Tentative Education Action Plans." Programs in Charleston, Chicago, Los Angeles, and Minneapolis were considered. Suggestions and recommendations were included.

112. ED 002 530
The Role of Teachers and Community Workers in Depressed Areas.
By: Marburger, Carl L.
Detroit, Mich.: Detroit Public Schools. Pub Date: Oct 1964
EDRS Price MF-$0.25 HC-$0.68 15P.

Descriptors: Disadvantaged Youth, Compensatory Education, Special Education, Remedial Education, Teacher Qualifications, Inservice Programs, School-Community Relations, Social Services, Finances, Teacher Recruitment, Depressed Areas, Community Workers, Teacher Education.

The need for compensatory education in, and the necessity of providing outstanding teachers and community workers for, depressed areas are discussed. Disadvantaged youth are characterized by their nonpurposeful activity, indifference to responsibility, poor health habits, poor communication skills and reading habits, limited experiences and contacts in the areas upon which school programs are built, and a failure syndrome resulting from the apathy engendered by their environment. Such traits lead to low achievement rates, behavior difficulties, poor attendance, and high dropout rates. Compensatory education is a major way in which schools can help deprived youth. Compensatory programs are costly; in many cities financial aid has been given to schools with high numbers of disadvantaged children. A program is dependent for success on teachers, volunteer workers, and community workers, who commit their time, energy, expertise, and special skills; who understand the needs and problems of disadvantaged youth; and who accept these people. Schools should improve their selection procedures to weed out the hostile or the incompetent teacher. The broadening of pre-service and in-service training programs would provide a better intellectual and experiential base for the teachers of the disadvantaged and would bridge the gap between the theory of the university and the reality of the slum classroom. Teaching in the inner city should be rewarding enough to attract the best teachers. The five year teacher training curriculum is essential. In addition to excellent teachers and to school-based and agency-based community workers who provide liaison between the school and the parents and community, schools with disadvantaged youth need psychologists, speech and hearing technicians, attendance officers, nurses and doctors, and visiting teachers or school social workers.

113. ED 002 545
The New Look in San Francisco.
By: Pivnick, Isadore
CTS Bulletin, (Feb. 1962).
EDRS Price MF-$0.25 HC-$0.16 1-2P.

Descriptors: Motivational Techniques, Culturally Deprived, Audiovisual Material, Job Placement, Study Centers, Community Counselor, Reading Classes, Language Skills, Reading Skills, Junior High School, Elementary School, High School, College Placement.

The strengthening of reading and language skills, the promoting of closer relations with neighborhood and parents, and the helping of youths in getting jobs and college placement are goals of a pilot project in a culturally deprived area. Involved in the project are two elementary schools, one junior high school, and three high schools. Teachers assigned to the project assist by teaching small groups, by demonstrating good teaching techniques, by preparing materials for teachers, and by seeking new methods and materials for use by children who are educationally retarded. Teachers at the elementary grades are encouraged to make home visits. A corps of teachers at the junior high school level work with a select group of youngsters who are of average intelligence, but retarded at least two years in various subject skills. Teachers discuss the children with whom they work and prepare materials together to attack certain weaknesses. In addition, two counselors make home visits and work with the teachers. This close communication has resulted in an upgraded program. High school students are taking reading classes in addition to the regular English courses. Teachers of subjects other than English are invited to teach reading. In-service at-the-site is conducted for teachers who volunteer to work in the program. Controlled readers, tachistoscopes, reading accelerators, listening centers, and individual previewers are some of the motivational devices used to encourage children to read better and faster. Vocational counselors prepare materials on getting a job and fulfilling the requirements necessary for securing a job. Other motivational techniques include field trips, visits to the community, and exposure to such cultural enrichment as the opera.

114. ED 002 548
School Experiences and Delinquency.
By: Erickson, Maynard L.
Curriculum Materials. Provo, Utah: Provo Experiment in Delinquency Rehabilitation. Pub Date: 1964
EDRS Price MF-$0.50 HC-$2.84 68P.

Descriptors: Delinquency, School Experience, Ethnic Status, Dropouts, Curriculum Materials, Socioeconomic Status, School Truancy, Achievement Factors, Socially Deviant Behavior, Peer Groups, Intelligence Factors.

An instructor's guide of questions and discussions based on taped excerpts is outlined. The objective is to provide insight and understanding of the delinquent's perceptions of schools, school teachers, and school associates. Materials are presented to expose trainees to an orientation toward the delinquent and his behavior in the school setting. These materials include a review of literature which can be used to provide information for trainees prior to the beginning of training sessions, a tape of excerpts

taken from group discussions by delinquents, and some introductory material and transcripts of the actual excerpts themselves. The review of literature investigates the possible relationship between school experience and delinquency. The evidence suggests that the school problems of both delinquents and school dropouts are the same. They are both academic or scholastic misfits, because of intellectual deficiency, or because of the failure of the environment to offer adequate, satisfying situations. Often, a teacher uses an IQ score as an index of what to expect from a pupil; this contributes to the labeling of the child as dumb and incorrectly explains his poor reading, writing, spelling, or mathematical ability as being caused by low IQ. Possible reactions to unsatisfying school experiences, behavioral reactions to the lack of skills and opportunities to make school satisfying, the implication of socio-economic and ethnic status to the problem, and the implications of peer groups on the problem are reviewed. Conclusions are that the child's basic attitudes and beliefs should be considered, the reward system of the school should be considered, and the importance of peer influence in curriculum modifications and school policy should be considered. A general introduction to taped excerpt material along with six taped excerpts and related questions are presented.

115. ED 002 591
The Teaching of Reading.
By: Wardeberg, Helen L.
Albany, N. Y.: University of the State of New York, State Education Department. Pub Date: 1963
EDRS Price MF-$0.75 HC-$5.60 137P.

Descriptors: Elementary Education, Language Arts, Curriculum, Reading, Study Skills, Materials, Evaluation.

Contained in the guide is information on the basic skills to be included in any instructional program in reading, on the development of a guided program for individual and personal reading, and on the evaluation of a reading program. The objective is to help each child become as efficient and diversified a reader as his abilities permit. No lesson plans or lists of activities are given. Rather, the emphasis is on the understanding of the skills to be taught and various ways in which they can be built. Vocabulary skills necessary to master in a reading program are word recognition, word analysis, phonics (the ability to associate letters and groups of letters with the sounds they represent and to synthesize the sounds into words), structural analysis (the attempt to find in an unknown word known structural elements that can help derive meaning), dictionary skills, and pronunciation ability. The comprehension skills of understanding, interpreting, and appreciating should also be developed. The study skills emphasized

are locating information to be read, reading pictorial materials, organizing material read for recall, and adapting techniques to situations specific to each content field. The place of oral reading skills in the instructional program, in audience situations, and in the content fields is described. Throughout the chapter the reader is referred to other publications for specific teaching methods and materials. In addition to teaching the basic skills, teachers should help their pupils develop the habit of personal and individual reading. If the proper reading materials and planned reading experiences are chosen from current materials, classics, trade books, and informational books, a lifelong habit of discriminating reading will be established.

116. ED 002 596
Developmental Reading and Enrichment Guide.
Carmichael, Calif.: San Juan Unified School District.
Pub Date: 1964

EDRS Price MF-$0.75 HC-$5.32 132P.

Descriptors: Reading Skills, Language Arts, Language Enrichment, Curriculum, Phonetics, Literature, Teacher Education, Elementary Education.

Methods and skills to be developed in the reading programs for grades one through twelve are tested. Eleven basic skills are considered, including reading for a purpose and following a sequence of events. Phonetics and word analysis for kindergarten include consonants, rhymes, vowels, and language activities. Such skills, in addition to writing, simple outlining, and reading comprehension, should be reinforced in the first and second grades. Reading skills should be extended in the third grade to include accents and syllabification. An overview for the fourth through sixth grades included reinforcement of previously learned skills and the introduction of dictionary usage, history of the language, and letter-writing. In the seventh and eighth grades, students should be encouraged to read thoughtfully, listen intelligently, express themselves effectively, and think critically. Individual reading is stressed and diagnostic chart reading methods are included. A coordinated program for the academically able student included activities, games, and methods to help extend reading experiences. Two bibliographies are appended--one for the teacher's use, and one to be distributed to pupils.

117. ED 002 599
Measurement of Reading Skills in Lower Socioeconomic Status Children.
By: Weiner, Max, and Feldmann, Shirley
Philadelphia, Pa.: American Psychological Association Conference.
Pub Date: 1963

EDRS Price MF-$0.25 HC-$0.68 15P.

Descriptors: Reading Skills, Measurement, Reading, Reading Achievement, Test Construction, Culturally Disadvantaged, Socio-economic Level, Test Results, Socioeconomic Factors.

A reading prognosis test to measure future ability, based on present skills and knowledge, of children from different socioeconomic levels was conducted. It sought to avoid two major shortcomings of standardized reading readiness tests, (1) that few children of low socioeconomic level were included in the norms and therefore scores of these children were not only at the low end of the scale but were clustered among a few numbers, and (2) that no clear differentiation among underlying skills was given. A sample of children was drawn, with equal numbers from lower and middle socioeconomic levels. The test was constructed to yield scores in three areas, all containing sub-areas. Two of these, perceptual discrimination and language, were designed to measure skills necessary to both beginning and advanced reading. The third area, beginning reading skills, was designed to measure the child's present status. Three studies were undertaken. In each case, later in the school year a reading achievement test was used as a validity criterion. Normal variability was found in all socioeconomic groups. It was concluded that potentially poor readers can be identified before formal training in reading takes place and that their skill deficiencies can be ascertained. Tables giving test scores and intercorrelation were included.

118. ED 002 603
A Model Program for Remedial Reading.
By: Cutts, Warren G.
Washington, D. C.: U.S. Department of Health, Education, and Welfare, Office of Education
EDRS Price MF-$0.25 HC-$0.88 20P.

Descriptors: Reading, Remedial Reading, Reading Center, Reading Clinic, Play Therapy, Group Therapy.

Whenever it becomes necessary for a pupil to receive extra help outside the regular classroom, he is involved in remedial reading. Remedial instruction is more highly individualized than regular reading instruction, and is tailored to individual needs on the basis of diagnostic testing. Motivation is important in all remedial instruction, for pupils have usually experienced years of failure and frustration before being referred for remedial work. Such factors as intellect, constitution, environment, emotion, and education, are recognized as causative in relation to reading failure. Remedial instruction should not be attempted without some form of diagnostic testing. Results of diagnostic tests should be regarded as tentative and subject to revision as the instructional program progresses. Development of an

adequate remedial reading program depends upon suitable facilities and personnel. Remedial reading teachers should be successful classroom teachers of reading at the level on which they are to work with remedial cases. They should have university training for reading specialists or should serve an internship in a reading clinic. The reading center should have a director, full-time psychologist, assistant to the director, and two full-time secretaries. The clinic teachers should be familiar with both group and play-therapy techniques. Instruction should be highly individualized. The reading center and each reading clinic should be equipped with large quantities of reading materials of every description on every instructional level and in every area of interest. The main library and materials laboratory should be located in a reading center. Each clinic should be equipped with a 16mm sound projector, at least two film strip projectors, and at least four tape recorders. Detailed descriptions to assist in planning the design of the reading center are included.

119. ED 002 606
Education of Migrant Children.
Tempe, Ariz.: Arizona State University, College of Education.
EDRS Price MF-$0.75 HC-$7.84 186P.

Descriptors: Disadvantaged Youth, Special Education, Compensatory Education, Curriculum, Retention, Guidance, Teacher Education, Language Arts, Reading, Cultural Factors, Socioeconomic Factors, Family, Health Services, Music Education, Home Economics, Team Teaching.

Articles prepared for an education workshop on teaching the migrant child are presented. They include "When the Migrant Child Comes to School" by P. Goodwin, "The Problems of the Migrant Child" by M. Bell, "Problems Created by the Migrant" by J. Tolman, "The Sociological Problems of the Migrant Child" by G. Lewis, "Sociological and Cultural Background of the Mexican American Minority" by A. McDowell, "Problems of Migrants" by P. Kukulski, "Problems Migrant People Face," "Teaching the Migrant Child" by I. Stafford, "The Migrant Child's Future" by E. Johnson, "Cultural Characteristics of the Migrant Child" by A. Kukulski, "Placement of the Bilingual Child" by R. Ouillette, "The Migrant Family and the School" by R. Baxter, "Teacher Attitude" by I. Murphy, "School Needs for the Beginning Migrant Child" by C. Cooper, "A Curriculum Waiting for the Migrant Child" by F. Davenport, "Let's Adjust the Curriculum to the Child" by L. French, "Curricular Changes in the First Grade" by P. Stanton, "Adapting the Curriculum to the Migrant Child" by I. Keller, "Adjustment in Reading for the Migrant Child" by D. Nichols, "Learning to Listen" by A. Clarke, "Phonics" by H. Olson. "A Climate for Becoming" by L. Byars, "Help Him Improve His Self Concept" by D. Rhodes, "The Feeling

of Not Belonging: A Problem of the Migrant Child" by C. Anderson, "Lack of Community Interest in Problems of the Migrant" by B. Anderson, "Health Problems of the Migrant People" by C. Judy, "Health Problems of the Migrant" by H. Roosen, "The Migrant and his Health Problems" by V. Ramsey, "Migrant Housing and Sanitation" by R. Billingsley, "The General Music Program and How it Affects the Migrant Child" by C. Coor, "Practical Home Economics for Culturally Deprived Girls" by M. Belcher, "Integration of Migrant Children with Resident Children Through Team Teaching" by A. Hollingshead, "Adjustment of the Migrant Child Through Drama" by C. Lorenz, "Team Teaching--Animate and Inanimate" by M. Robinson, "Adapting the Kindergarten Program for the Migrant Child" by G. Butler, "Dropouts" by W. Hawks, "Homework and the Migrant" by P. Aragon, "Curriculum Needs for the Migrant Child" by W. Tolman, "Intergroup Relationship in the Classroom" by P. Granger, and "Remedial Reading Techniques" by R. Lauman.

120. ED 002 617
Careers for Youth and the Mexican-American Community of Phoenix, Arizona. Mexican-American Seminar.
Phoenix, Ariz.: State Employment Service, Employment Security Commission. Pub Date: Jan 1963
EDRS Price MF-$0.50 HC-$3.32 31P.

Descriptors: Elementary Education, Secondary Education, Preschool Education, Mexican-American, Spanish-American, Motivation, Employment, Culture, Dropout, Political Pressure, Emotional Problems, Teacher, Language Arts, Remedial Reading, Special Education, Cubans, Spanish-Speaking Bilingual Child.

A series of speeches delivered at a seminar on educational innovations for the Spanish-speaking child is presented. Representative speeches are discussed. The Latin-American in the Southwest is a conglomeration of many cultures and peoples. He composes the newest immigrant and the oldest settler, the haughty Spaniard and the stolid Indiana. His loyalty to his country is unquestioned, yet he is often excluded from participation in the larger society. Political pressure is a means to help the Latin-American whose resources can greatly contribute to the society and culture around him. A preschool program for non-English speaking children came into being as a result of concern about children who entered the first grade without knowledge of English and who consequently developed emotional problems, did poorly throughout school, and became dropouts. To enable non-English speaking students to communicate with teachers upon entering school, a program of 120 hours of instruction was organized; it stressed a 400-basic word vocabulary. Denver Public Schools have many programs underway to improve educational opportunities for bilingual children without necessitating segregation. The

programs emphasize the exceptional child, reading and speaking improvement, summer school, and teacher workshops. Other topics presented include the Mexican-American student and parent, the teaching of English to Spanish-speaking pupils, dropouts, special bilingual programs, an analysis of data on Spanish-speaking peoples, and motivation to be stressed in areas of education and employment.

121. ED 002 638
Promising Practices in Summer Schools Serving the Children of Seasonal Agricultural Workers--1963.
Sacramento, Calif.: State Department of Education, Bureau of Elementary Education, Division of Instruction.
Pub Date: Mar 1964

EDRS Price MF-$0.25 HC-$0.32 6P.

Descriptors: Summer Programs, Migrant Children, Special Education, Disadvantaged Youth, Summer Schools, Curriculum.

Special features of five summer school programs for children of migrant workers were presented. The Ceres Elementary School District gave junior high school level woodworking classes to fifth and sixth grade girls. Instruction in cooking and sewing was enthusiastically received by third and fourth grade girls but did not appeal to older girls. A prehigh school personal typing course was given to older boys and girls. Instrumental music classes included regular band instruction and piano lessons. Remedial and grade level work was also offered. The Earlimart Elementary School District program had a club or activity period of 45 minutes that was scheduled daily for all children. Clubs were devoted to books, science, mathematics, crafts, Spanish, French, and music. The summer school culminated with a program for parents and an exhibit of the students' work. The Imperial Unified School District held classes in conversational English for 25 children between six and eleven years of age. The program was designed to broaden oral vocabulary, but it also aimed at strengthening listening skills, encouraging the sharing of experiences and ideas, and giving opportunities for musical and artistic expression. The three districts of Coalinga-Huron, Westside, and Oil King cooperatively sponsored a five week program. Pupils in the elementary school summer program were allowed to swim in the high school pool that was made available and staffed by the recreation department. Resources from the various schools were utilized in the science program so that the children had access to all types of audiovisual materials, equipment for experiments, and books. The Sanger Union School District offered classes in reading comprehension and speedreading, instrumental music, new math, swimming, the emerging nations of Africa, vocal music, arts and crafts, science, and English.